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The "organic curriculum" of the Educational System of the Seventies Project (ES '70) is one which integrates academic training, occupational training, and personal development in grades nine through 12 and which draws heavily on research dealing with individualized instruction. The program held at Kingsley Inn, Bloomfield Hills, Michigan, from August 21-31, 1967 was designed to prepare ED '70 local coordinators to assume the role of change agents within their school districts. In attendance were 15 coordinators and 12 guests. The Bloomfield Hills School District provided the workshop director, coordinator, and five other consultants. Eighteen speakers made presentations which are very briefly summarized in the report. Work sessions included laboratory periods in which coordinators developed their own materials. Appendixes include (1) a resume of "Overview of the ES '70 Program" by Robert Morgan, (2) the workshop schedule, (3) list of speakers, participants, guests, and consultants, (4) background information on speakers, (5) a suggested reading list, (6) guides for laboratory sessions, (7) workshop evaluation form, and (8) other workshop forms. (JK)

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FINAL REPORT

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PROJECT ES '70 TRAINING FOR LOCAL COORDINATORS

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August 1, 1968

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I. INTRODUCTORY SECTION

Summary:--The fifteen local coordinators of the Educational System of the Seventies Project, initiated and supported by the Bureau of Research of the United States Office of Education, met at Kingsley Inn, Bloomfield Hills, Michigan, for an intensive eleven-day conference from August 21 through August 31, 1967.

The general objectives of the training program were designed in keeping with the plan of the U.S.O.E.'s Educational System for the Seventies which will develop a new comprehensive secondary-school curriculum and organization, the "organic" curriculum:

1. To identify clearly the philosophy and goals of the ES'70 program,
2. To interpret these goals in light of specific implications for local participating districts and general implications for education throughout the Nation, and
3. To prepare the local coordinator for the leadership role he will be expected to fulfill as a project participant.

Working periods for the ten days were organized timewise to allow for individual as well as group participation. Nationally known speakers presented key addresses with time allowed afterwards for seminar or discussion groups. In addition, there were laboratory periods and task-force sessions to provide a setting for the Coordinators to attain the objectives of the Workshop. Bloomfield Hills staff members were available for consultant services during all of these sessions.

To accompany Background Information, Bibliographic, and Conference Program forms received in advance of the Workshop, the participants were given three evaluation sheets of questions of which the answers were designed to serve as a feedback of the effectiveness of the program and a guide to direct conference thinking.

The effectiveness of achieving the Workshop objectives is apparent in the position papers of the participants. They identified clearly the philosophy and goals of the ES'70 Project, defined the "organic" curriculum, developed guide lines recommending: (1) A survey of the local community, (2) A review of potential resources, and (3) Selected methods of local articulation for developing the "organic" curriculum.

Introduction:--The United States Office of Education has decided to devote a portion of its efforts and resources during the ensuing five years to develop a new and exemplary high-school program which has been named the "organic" curriculum. This Educational Systems for the Seventies Project will be coordinated by the Bureau of Research, with Dr. Robert M. Morgan and David Bushnell responsible primarily for articulating the project.

The program is aimed at preparing a student to the optimum of his potential to earn a living, to function as a good citizen in a democratic society, and to find personal satisfaction and development through worthy use of his leisure time. Moreover, the curriculum will be designed to provide students with adequate academic attainments for entering institutions of higher learning as well as to insure them of an education for gainful employment. One of its most important features recognizes the need for an organic curriculum to be learner-oriented rather than content or subject-matter centered. The integration and interaction of its components, such as individualized instruction, will be accomplished as the result of a carefully executed systems design. There will be no discrete demarcation between academic education and vocational training or between these and other parts of the System. This truly integrated curriculum will be developed with each learning experience related logically to all other activities and will lead predictably and efficiently to the attainment of desired educational goals.

To this end an Executive Committee for the ES'70 Project was organized with Dr. Ben Wallace, Superintendent of Mineola Public Schools, Chairman; Dr. Leon M. Lessinger, Superintendent of San Mateo Public Schools; Dr. L. V. Rasmussen, Superintendent of Duluth Public Schools; and Dr. Arthur B. Wolfe, Director of Nova Schools. This Committee planned the Bloomfield Hills Workshop last summer to train the ES'70 Coordinators for directing and coordinating the ES'70 Project within their local Districts.

The ES'70 Coordinator for Bloomfield Hills, Robert E. Boston, was selected to direct an intensive two-week training session designed to prepare the ES'70 Coordinators to assume effectively the roles of change agents within their local school districts and as part of the network of schools participating in the ES'70 Project.

An emphasis on change is not novel to the aim and scope of American education. The curriculum has changed radically over its 350-year history and is reflected in the present objective which provides education at the highest level attainable for every person in our Country. Francis Keppel, former U. S. Commissioner of Education, describes educational revolution in his book, The Necessary Revolution in American Education:

> The first revolution in American education was a revolution in quantity. Everyone was to be provided the chance for an education of some sort. That revolution is almost won in the schools and is on its way in higher education. The second revolution is equality of opportunity. That revolution is under way. The next turn of the wheel must be a revolution in quality.

The "quality" aspect stands out as most important; for, if American education fails to prepare students for the kind of world in which they will be living as adults, it will have failed its purpose.

A recent news release from one of the Nation's leading industries pinpointed the problem thus:

> If there is to be a revolution in American education, it would seem reasonable that it begin with curriculum reform, and it would be equally reasonable that the business community apply its system analyses and other instruments to determine what kind of school graduate will suit its needs in a rapidly changing future environment. Without such models it is hard to see what the schools have to guide them.

To effect curriculum reform necessitates an awareness of practices needed as evidenced by research findings on current educational practices. Recognizing the important role the local Coordinators will play in curriculum development and revision, the Executive Committee gave high priorities to the objectives of the orientation and training program. It was hoped that the Coordinator's Training Workshop would help each participant develop the skills necessary to fulfill his obligations for accelerating the development of the "organic" curriculum.

The objectives of the training program were designed in keeping with the following objectives of the USOE's Educational System for the Seventies which will develop a new comprehensive secondary-school curriculum and organization:

1. To provide an individualized education for each student,

2. To be highly relevant to the adult roles which he will play,

3. To be economically feasible within available public resources,
4. To be based on behavioral and related sciences,
5. To employ suitable systems of school organization,
6. To utilize appropriate educationally oriented technology,
7. To be locally planned and directed,
8. To be coordinated Nationally,
9. To be financed by Federal, State, and local funds, and
10. To be designed for ultimate availability to all school systems.

Built against the master design of the U.S.O.E. "organic" curriculum were these three comprehensive behavioral objectives:

1. To identify clearly the philosophy and goals of the ES'70 program,
2. To interpret these goals in light of specific implications for local participating districts and general implications for education throughout the Nation, and
3. To prepare the local coordinator for the leadership role he will be expected to fulfill as a project participant.

In addition to attaining the three general objectives, more specifically the Coordinators were expected to acquire the following administrative and communication skills by the completion of the Workshop:

1. Each Coordinator should be able to plan for the local activities which are to be coordinated with the project, to interpret educational objectives in the behavioral terms required for determining whether they have been reached, and to develop the information required to enlist support for a specific project, including a description of the need to be met, the specific objectives of the project, the resources required, an implementation plan and the proposed method of evaluation; and

2. Each Coordinator should be able to communicate effectively to the local staff on the following terms:

    a. The objectives of the ES'70,

    b. The implications of "individualizing" instruction,

    c. The interrelationships between technology and program established by the systems concept,

    d. The educational advantages and limitations of technological developments,

    e. The role of the local system in the network of participating systems,

    f. The possibilities of local use of units or modules developed elsewhere in the network, and

    g. The resources available for special projects.

Methods:--Working periods for the ten days were organized timewise to allow for individual as well as group participation. In addition to the instruction provided by the speakers and group seminars, there were laboratory periods during which the participants were able to develop their own materials and task-force sessions during which one half of the group worked out guide lines for coordinating the efforts to complete the project while the other half of the Coordinators specified the anticipated needs for attaining its objectives.

The laboratory sessions were organized to offer the Coordinators the opportunity to write a description of the curriculum in their individual schools. They were also asked to define and classify behavioral objectives and to identify their relationship to the learning environment. Bloomfield Hills staff members were available for consultant services during all of these sessions.

Each participant was assigned to a task force for developing guide lines to accomplish the objectives of the workshop. There were two groups: The first established guide lines for coordination of the project and the second identified potential resources for its operation.

To assist the participants in the logistics, the academic composition, and the operational evaluation of the Workshop, information forms, special materials, and equipment for documenting the conferences were prepared. Prior to the opening meeting each of the participants had received the following informational forms:

1. "Background Information" of the Coordinators
    a. Demographic information
    b. Education
    c. Experience
    d. Characteristics of the ES'70 school
2. Selected "Bibliography" of related readings
3. Format of the objectives and day-by-day activities
4. Memo for travel arrangements and reimbursements
5. Expense voucher
6. The Conference Program describing the addresses, seminars, task-force and laboratory group sessions, and independent work sessions.

During the Workshop the participants were given a request form for purchasing tapes of the Workshop conferences and three evaluation sheets. Directives for completing these forms were discussed during the opening session.

The evaluation sheets were designed to serve as a feedback of the effectiveness of the program and a guide to help direct the thinking and set controls upon the limits of the activities of the participants as the activities of the Workshop progressed. This instrument contained the following questions:

a. Definition of terms
    1. "Organic" curriculum
    2. Behavioral objectives
    3. Integration of academic and vocational areas
    4. Methods/media mix
    5. Individualized instruction
    6. Maximum flexibility in post high-school activities
    7. Systems concept

b. A major redefinition of goals for the curriculum

c. An overhaul of the educational process for the curriculum

II. To what extent have you been able to parallel the curriculum of your school district with the ES'70 curriculum?

a. Comparison of similarities

1. Areas
2. Functions

b. Observable differences

1. Areas
2. Functions

c. Innovative techniques

1. Selection of areas
2. Selection of functions
3. Use of automation

III. To what extent have you received the tools to perform the function of an ES'70 Project Coordinator for each of your responsibilities?

a. To plan local activities to coordinate with the project

b. To interpret educational objectives in the behavioral terms required for determining whether they have been reached

c. To develop the information required to enlist support for a specific project

1. Description of the need to be met
2. Specific objectives of the project
3. Resources required
4. Plan for implementation
5. Proposed method of evaluation

IV. To what extent have you been given information and appropriate materials to communicate effectively on items pertinent to the ES'70 Project to the staffs of your local schools?

a. The objectives of ES'70

b. The implications of individualization of instruction

c. The interrelation between technology and program (systems concept)

d. The educational advantages and limitations of technological developments

e. The role of the local system in the network of participating systems

f. The possibilities of local use of units or modules developed elsewhere in the network

g. The resources available for special projects

V. To what extent have you been given information and appropriate materials to communicate effectively concerning the ES'70 Project and the role of your school district in the Project to interested persons and groups?

a. To the relevant local public

b. To the local school authorities

c. To the local teacher associations

d. To State and regional educational authorities

VI. As you asses the value of the workshop, to what extent has it accomplished what you had anticipated in completing your application to become a participant?

a. Degree of satisfaction with physical arrangements and facilities

b. Degree of satisfaction with completeness, relevancy, and detail of information

c. Degree of satisfaction with featured guest speaker

d. Degree of satisfaction with question-and-answer sessions and reaction panels

e. Degree of satisfaction with staff consultants

f. Degree of satisfaction with laboratory sessions

g. Degree of satisfaction with task-force group sessions

VII. What recommendations, if any, do you have for similar workshops in the future?

a. Organizing

b. Planning

c. Implementing a proposed program

1. Suggestions for programs
2. Suggestions for resource personnel

A summary of the evaluations which pinpoint the Coordinators reactions in regard to their satisfaction with the various components of the Workshop appears in the section, "Contributions for Fulfilling the Objectives of the Workshop."

II. RESULTS AND FINDINGS

Review of the program addresses:--To establish a frame of reference, the program alerted the Coordinators to the relationships between the school and contemporary society, presented them an overview of the ES'70 Program, explained the various facets of its operation, and familiarized them with the ramifications of educational technology as conceptualized by the E.F. Shelley organization of educational consultants:

Dr. Robert Morgan, "Overview of the ES'70 Program,"

Dr. Edwin F. Shelley, "System Concept in Education,"

David Mortimer, "Strategy of Articulation--Local," and

Marilynn Wendt, "Strategy of Articulation--Network."

The Coordinators learned that the ES'70 Project has been designed to construct a new curriculum which will integrate instruction across the disciplines to facilitate learning and to use a systems approach to building the program. They were told that this objective will be accomplished by laying out a complex set of specifications, reviewing alternative courses of action, and verifying any positive results produced. The curriculum will have for its setting a society during a period of great turmoil and disruption.

A warning was given that contemporary society--tomorrow's society for the next thirty to forty years--will be characterized as a difficult period because of factors created by human proliferation. In less than ten years the world population will be more than two billion with the population of the underdeveloped nations equal to the population of the more highly developed nations. There will be an increasing and persistent claim for social services. With a greater population there will also be a larger number of scarce events, the unevenness of which will have an impact on technology, automation, and social institutions. Comparable with today's society there will always be a dispossessed group for which protest is a means of subventing normal society. Given the complexities and increasing power of technologies, this group will have unanticipated consequences for our society. To accomplish what will have to be done and to complete the many critical tasks will require radical change. The family, for example, is not an advantage in modern society. The immediate future may portend the extended family for psychological and socialogical guides. Education in this society must train boys and girls in accountability and empathy, an education for trust:

Dr. Donald Michael, "Relevance of School to Contemporary Society."

The continuous-progress type of curriculum was discussed as a sequential curriculum based on a set of system's objectives relating to inquiry and communication. The common bond of instruction is the attainment of specific behavioral objectives with content reserved as the vehicle for attaining the skills. It has a high degree of specificity, the relationship between educational input and output:

Robert E. Boston, "Demonstration Model--The Utilization of ES'70 Objectives."

Many other phases of modern curriculum design were discussed in some detail: the social effect of technology, the use of educational technologists, the systems approach, the construction of behavioral objectives, and a unified approach to social-science instruction. In assessing the new curricula, one should identify its inadequacies. There are differences in conditions for appraising a curriculum. To evaluate the effectiveness of a program, an intense investigation should be carried out with student samples. This plan will also assess groups to find out how the curriculum works:

Dr. Edward Welling, "The Role of Society and the Contemporary School,"

Dr. Alan Westin, "Strategies for Change,"

Dr. Bruce Tuckman, "Behavioral Objectives,"

Dr. Martin Hamburger, "Requirements of Industry for Entry-Level Skills."

The group was advised that the implementation of a program to individualize instruction couples educational processes with the new technology to create a new psychological entity--the learning-self or the educational-self. The number of bonds a person can establish with his culture determines this self. The new technology offers tools to make a program retrievable, evaluative, and researchable:

Dr. Edward Bantel, "The Self-Image,"

Dr. Dale Lake, "Sensitivity Training,"

Dr. Richard Cox, "Individualization of Instruction."

It was also pointed out that data collection becomes a cumbrous burden in a system which individualizes instruction. The essential aspects of individualization require organizational programs generated and managed with computer assistance.

If instruction is really individualized, the needs for each student are met by sequential selection of materials and various instructional methods tailored to the student on a prescription basis. Skills move from simple to complex and lead to the construction of behavioral objectives which have all disciplines in common:

Dr. Ralph W. Tyler, "Assessment of Local Projects,"

Dr. John Blyth, "P.E.R.T. Charts,"

Merlin Reeds, "Application of Technology to Education,"

Thorwald Esbensen, "Educational Objectives and the Curriculum,"

Dr. Bertram Masia, "Measuring Student Attainment in the Cognitive, Affective, and Psychomotor Domains."

The Coordinators were presented the architectural scheme to develop a new curriculum which would incorporate the key features of the "organic" curriculum which proposes to integrate academic courses, occupational training, and personal development in a learner-centered instructional setting. The educational experiences to which a young person is exposed should be relevant to his own capabilities. The curriculum will attempt to measure up to these recommendations by establishing a series of occupational clusters which can be related to the individual student's aptitude and interest and can equip him for higher education or the labor market in accordance with his ability and education. Implicit in this curriculum is a plan for the continual assessment of the degree and direction of change occurring within its human and institutional organisms, measured by the specific criteria of performance objectives:

David Bushnell, "Strategies for Change and the Role of the Local Coordinator."

Contributions of the participants for fulfilling the objectives of the Workshop:--The group of coordinators as a whole drew up a statement setting forth the role of the coordinator in the local district, as follows:

> It was the unanimous agreement of those in attendance at the conference that the local project coordinators, in accordance with the guide lines established by the Superintendents at the Fort Lauderdale conference, be given a direct line of communication to their superintendents and that they be integral to the decision-making processes of the local district.

They substantiated this agreement by preparing a P.E.R.T. chart depicting the critical time paths of the enumerated responsibilities:

1. Orient Board of Education and Administration,
2. Determine financial commitment,
3. Develop ES'70 Program
    a. Survey outside-funding sources,
    b. Survey local college and university resources,
    c. Survey surrounding districts,
    d. Make local evaluation of district characteristics,
    e. Analyze local programs,
    f. Analyze local staff,
    g. Orient local staff,
    h. Contact and develop working relationships with regional research and development laboratories and supplementary resource centers,
    i. Contact State Education Agencies,
    j. Contact Community-Resource groups, such as local, industry, P.T.A.,
    k. Contact local communication media.
4. Phase out initial local and network activities
    a. Secure findings for selected program(s),
    b. Test selected local projects,
    c. Reformulate instructional program,

d. Implement local communications network

    1) Train teachers,
    2) Plan student counseling,
    3) Plan facilities,
    4) Plan module evaluation,
    5) Design instructional modules,
    6) Plan method/media mix.

5. Maintain communication with the ES'70 Network and the U.S.O.E. through the E.F. Shelley Company.

Each of the Coordinators either singly or in small groups presented position papers based on the research carried on during the task-force sessions. These papers are directly related to the objectives stated on pages 4 and 5.

1. Elliott Spack, "Guide Lines for ES'70 Project Coordinators"

The guide lines recommended were to be set up in the following order: (1) A survey of the local community, (2) A review of the potential resources at the local, State, and National levels, and (3) Selected methods of local articulation for perpetuating the program and developing the "organic" curriculum.

2. "Definition of the Organic Curriculum" (Author not identified)

The "organic curriculum" is one which integrates academic training, occupational training, and personal development in grades nine through twelve, and one which draws heavily on research dealing with individualized instruction. The "organic curriculum" is pointedly "learner centered." Hence it is a strategy for changing the traditional teacher-centered curriculum; it is a dynamic force more than it is a thing which can be caught and looked at.

Implicit in the organic curriculum's dynamism is continual assessment of the degree and direction of change occurring within the organism--both the individual organism and the institutional organism. And assessment implies specific, measurable criteria of performance.

Change demands communication within schools and among them. Effective change also demands systematic planning for sequential progress of that change. Hence, inherent in the "organic curriculum" is a linking of the planner's program formulation with technology's problem-solving capability.

Dr. Lawrence Creedon, "Relevancy of the Program of Instruction to the Needs of Society"

Dr. Creedon discusses the educational experiences to which young people must be exposed to relate to the present and future needs of our society. These experiences should be ordered and integrated to the extent for equipping each student with skills that will permit him to be a contributing member to society at whatever level of learning he leaves school. To achieve this objective the school curriculum must be designed to give the learner at the conclusion of his public-school experience: (1) Marketable job-entry skills, (2) The necessary academic background to allow him to continue in higher education and/or to pursue a vocational-technical program.

Franklin Wesley, "Some Thoughts Concerning ES'70"

In his paper Mr. Wesley focuses attention on the assumptions that a local district would make with regard to the E.S. Seventies Project. First, to be relevant the curriculum must address itself to the main concerns of all youth. The second assumption presupposes that human potential is not fixed, it is the sum total of all of a learner's experiences and hence his development can be altered as the learning milieu changes. The third assumption implies that the learner has not been born with a prepackaged quantity of intelligence and other potentials and that what he is today is not what he always was and always will be. As stated by Bruner, Havighurst, and others, given the proper stimuli all normal youth can reach a degree of personal growth that our present educational system has not yet realized.

Elliott Spack, "The Organic Curriculum"

The author describes for the other Coordinators the fundamental functions of this program of innovation sponsored by the U.S. Office of Education for adaptation to the curricula of any one of the 22,000 school districts operating within the United States.

In this design of a learner-centered curriculum the primary function is to ascertain the task to be done, the goal to be reached, or the objectives to be accomplished. Following this step, the learning experience which would lead to desired behavioral outcomes should be described as specifically and as precisely as possible.

Once the behavioral objectives have been formulated, the schools in the network will select the appropriate course content and design applicable instructional modules. These modules will further be refined through the application of a comprehensive series of educational technological tools (method/media), such as programmed instruction, single-concept films, computer-assisted instruction, instructional TV, and slide-tape presentations. A feature which is the key to the success of the curriculum will be the availability of sensitive and sophisticated instruments for frequent measurement of behavioral-objective attainment.

Dr. James Knuckles, "Developing an Organic Curriculum"

Dr. Knuckles advocates a prescription, an individualized, tailored-to-fit program of instruction, for each individual. The program allows and encourages the student to move forward at his own rate of speed with adequate rewards appearing possible to the child who achieves optimum growth and excellence of performance.

The student's instructional program will be determined on the basis of his present strengths and weaknesses as compared to and contrasted with the terminal objectives of the secondary-school program. The focus will always be then on the unmet needs, deficiencies, and/or weaknesses remaining with the student himself. By utilizing modern technology for flexible scheduling, immediate recall and retrieval programs, predesigned and stored for students who need to develop explicit characteristics, and periodic evaluation and feedback for program modification and improvement, the school administrator can point to a life-centered, pupil-oriented curriculum the effects of which can be objectively measured as often as wisdom and/or necessity dictates.

William M. Hetrick, "What the Organic Curriculum Means to Me"

Emphasis in developing the organic curriculum is focused on the demand for the participating schools to identify occupational clusters that will relate directly to projected career opportunities in tomorrow's world. In each of these constellations there should be vocational opportunities of varying levels of training and intellectual capacity, all based on the same general aptitudes and interest areas. This will make it possible for the student who leaves school prior to graduating to have a level of entry into that vocational field and yet not lose sight of the fact that additional training will provide him with advancement opportunities. Thus, whether the student goes on to higher education, technical school, or directly into the vocational field, his education will create within the individual a desire for further education which relates to his own interests and brings about the realization that education is not terminal but a life-long continuous process.

Glenn E. Hill, "What the Organic Curriculum Means to Me"

In this paper readers are reminded that to a great extent the success of the "organic" curriculum depends upon the skill of the fifteen participating districts in the network to conceptualize, to plan and specify, to try-out, and finally to evaluate and to redesign the organic curriculum. To achieve this momumental task, in Mr. Hill's opinion it will take the best in resources--human, physical, technical, and financial--that the country has to offer. To accomplish the development of this unified, living curriculum by fifteen different, individual districts will take great vision and planning--the systems approach.

Summary of the results of the Task Force which was assigned to prepare a statement which will indicate the specific kinds of support and help which the Coordinators anticipate will be needed from outside sources: --The report of this committee centered around the anticipated needs of the Coordinators, their Superintendents, and their local communities.

Three types of needs were identified: (1) The need for consultants, in general, and specialists to represent specific areas of development, (2) The need for support from Governmental and private organizations, and (3) The need for highly specialized and up-to-date materials and equipment.

III. CONCLUSIONS AND RECOMMENDATIONS

The Conclusions and Recommendations will be treated in three distinct categories: (1) General applicability, (2) Evaluation of the product, and (3) Evaluation of the process.

Conclusions:--The objectives of the Workshop, given to the Director by the ES'70 Executive Committee of Superintendents and described in the Proposal approved by the Office of Education, were clearly and specifically presented to the Coordinators at the Workshop. The majority of these directives were acceptable to the group and acted upon during the eleven days. However, they were continually asking for closer contact with the members of the Office of Education and as a result twelve questions were answered in Washington to give them guidance.

The following "Questions and Answers" paper was prepared during the conference:

1. What can be expected of regional research laboratories? How will they be contacted? How much will the U.S.O.E. pay?

   Can be used for a variety of things, such as teacher training. Someone will be assigned to identify what they are doing on O.E. liaison. The labs are not controlled by O.E. They submit proposals only upon request from O.E. The lab may then subcontract with a school district such as yours. There may be money for teachers who will participate in training provided by regional labs.

2. How will the Duluth meeting be financed? Who will go? What should each participant deliver at this meeting?

   Duluth meeting will be financed from your contract from the Office of Education. It will come out of your $4,000. Incidentally, Board members are not encouraged to attend. There will be a later meeting for them. At present, there is nothing that program coordinators must "deliver" at this meeting.

3. What pressures are you going to put on state departments to cooperate with programs and financially? What programs are in these partnerships now?

O.E. is in the process of meeting with each chief state school officer in states of participating school districts. Most state departments are then appointing a liaison officer. The purpose is to get a commitment of the state department and plan for the use of Title III moneys, but, at present, the O.E. is not asking the state departments for money--only trying to build support. Also state departments may become involved in legislative action to permit educational innovation. Example: San Mateo.

4. Can high level speakers and consultants, e.g., Mager, Tuchman, Westin, Tyler, Walbesser, Lippert, Fox, Guba, persons from I.R.D. Center at Pittsburgh, N.C.O., etc., be provided to the local systems? How will they be financed?

   This can be done in at least two ways which will be paid for by O.E.

   (A) Field readers could be used as long as they stay within their contract job description - for example, monitoring projects.

   (B) A panel of consultants will be available. O.E. will be willing to pay for it if it is needed. As contracts are let with consultants, they will be used. As individual projects get underway, there will be consulting money in the contracts.

5. What plan have you in mind to work toward the removal of the constraints created by certain state-department regulations and certain legislative acts in the academic and vocational areas.

   See Question 3, last part.

6. What national commissions and organizations are carrying on research and publishing?

   E. F. Shelley is going to make a list of these available for you in the second ES'70's report.

7. What centers for research would be included in a list of places which are considered innovative, e.g., New York Tech, L. I., Oak Leaf Project, Pittsburgh, Richmond, California (indicate areas), Appalachian Project (Wayne Myer)?

   --

8. To what extent will non-contractual consultants be funded?

    This relates to question #4; but you could use part of your $4.000.

9. Do you plan to establish workshops at the regional level? If so, when?

    Yes, when needed. O.E. will eventually fund all of the schools to start teacher training. Although it is far from definite, this may start in the summer of 1969. Workshops will be funded at the local level. More specific PERT charts will help indicate when.

10. How many schools have you stipulated will be involved with the ES'70 "organic" curriculum? Only one? More than one? All?

    This will be elaborated on more fully. Fifteen districts will be involved. One school per district.

    Will this be a random selection as far as the Office of Education is concerned? If not, what recommendations do you have for choosing the schools? (It is understood that you have selected the school for Houston, Texas).

    It will not be a random selection. School will be selected on the basis of its characteristics, *e.g.*, Houston.

11. Does Dr. Westin have published materials? What? Where?

    Not complete bibliography. His latest book is *Privacy and Freedom*. You will be put on a mailing list and mailed bibliographical information and materials from time to time. You should do a great deal of reading. You will want to keep your superintendent informed and summarize some of your readings for him. I will be working on a bibliography.

12. In the ES'70 Report, No. 1, May, 1967, page 7, Dr. Alexander Schure has the following statement under part f: "There are relevant models for evaluation." To what models does this quote refer? Where could they be located?

    Dr. Morgan doesn't know what Dr. Schure had in mind.

The conclusions of the participants varied in regard to the extent they would be able to identify the philosophy and goals, to interpret them, and to prepare for leadership roles in the ES'70 program. Nevertheless, there was a general consensus that an adequate model program had been constructed, terminology relevant to the Project had been clearly defined, and its scope, depth, and significance had been accurately interpreted in relationship to the traditional curricula as it is functioning in the more conservative school districts.

Dr. Blyth, representing the E.F. Shelley Company, was highly complimented for his discussion of P.E.R.T. planning. His contribution put the ES'70 Project in its proper perspective and designated the role of the local district in the network of schools for the Coordinators.

Their evaluation of the process for conducting the Workshop expressed, by and large, a positive attitude toward the meetings and satisfaction with the procedures after the first day or two. The overwhelming magnitude of the Project, their personal lack of orientation to a Coordinators role--duties and responsibilities, as well as the carefully planned task production requested of each person frustrated several of the participants initially. The flexibility of the Workshop program per se which backtracked to their knowledgeableness dissipated this area of disagreement and promoted skillful group interaction.

Facilities and arrangements are never satisfactory for all the members of any group. But in this case the Workshop members were pleased, collectively, with the selection of Kingsley Inn, appreciative of the services of the motel, and agreed that the physical comfort of the rooms added considerably to the effectiveness of the sessions.

In addition, Phillip J. Meagher, Jr., of the Maunders Company alerted Southeastern Michigan to the plans for and disseminated information pertinent to the conferences by means of announcements of the ES'70 Institute which were distributed to 29 newspapers, wire services, and hometown newspapers of the participants. Announcements were also distributed to 12 major radio and television stations in the area. Progress news releases were sent to major papers and the radio-television. Depth reporting and four separate pictures were published by the Birmingham Eccentric.

Television coverage included two reports on WJBK-TV (Channel 2), the CBS affiliate in Detroit: One report was an interview with Dr. Robert Morgan and the other an interview with Dr. Ralph Tyler.

Dr. Tyler and Robert Boston appeared on the WJR radio program, Focus. They discussed "National Assessment" with J. P. McCarthy, WJR Broadcaster.

Recommendations:--The Workshop--in spite of inherent weaknesses and programming limitations created by the newness of the concept of the "organic" curriculum and the recency of organization for the ES'70 Project--fulfilled a very vital need in attempting to fashion these fifteen men into coordinators, equipped to foster development of the "organic" curriculum in their respective local districts and to coordinate these local activities with the overall plans to attain the objectives at the National level as they will be projected by the E.F. Shelley Company.

At the outset, ten days seemed like an adequate length of time to complete the tasks assigned to the program. This was not true; following is a list of particular details which should be considered during a later workshop:

1. A greater quantity and more sophisticated tools for succeeding during the first year in a Coordinator's role,
2. A more elaborate emphasis on vocational needs and the vocational clusters of the curriculum design for integrating the vocational and academic areas,
3. More extensive practice in developing behavioral objectives,
4. Additional specific and practical solutions to relieve the financial strain on the local districts,
5. Further development of the systems-approach and technology concept,
6. More training and background in the area of "individualizing" instruction, and
7. Clarification of the communication procedures for coordinating the network of schools.

Recommendations of changes for conducting such a workshop in the near future are not numerous. They unite in a common interest on planning which encourages intimacy, small-group contacts, and sessions providing those involved with abundant opportunities to express their thoughts and critique the ideas of others. It is also suggested that the participants have as many of the conference materials as possible well in advance of the opening date. Perhaps the Workshop was too long; very serious consideration should be pointed toward the effect of the time as well as the space variable on the conferees in building the program.

Dr. Robert Morgan formulated the role of the coordinators and outlined their duties and responsibilities in the concluding address of the conferences. In describing the plans, he asked them to avoid being excessively ambitious by installing a completely new curriculum and being overly zealous for counting on any money in the next two years. On the other hand, it is to be expected that the Coordinators will stay close to their superintendents, formulate a systematic program of self-preparation with information supplied by the United States Office of Education, and start preparing replacements to take over their duties.

There were other thoughts deemed advisable as they returned to the local districts to define their roles in pragmatic terms. It was recommended that the Coordinators set up a liaison with the universities; they will provide support at the local and regional levels. In addition, the U.S.O.E. will let contracts to a specialist, such as Dr. Jerome Bruner, to guarantee high-level subject-matter competence. Consultants, experimental groups, and interested forward-looking business houses will also be included in the experimental group.

Lastly, the Coordinators, in fulfilling their contracts, were required to select only one school to participate for each district. The selection of the experimental school is important for carrying out the tasks of the Project. Some coordinators may begin with the college-bound; others would select a school in which most kids are not going to college. Nevertheless, the most important criterion refers to the selection of a secondary school sensitive to change. In order to have a long range evaluation, there should be a longitudinal follow-up of the results of these tasks. This will require data pertaining to the classes of 1948, 1958, and 1968.

Other groups planning similar institutes or later workshops for floating the ES'70 Project would avail themselves of a viable pattern and a functional design in copying the model of the Kingsley Inn Workshop. Beginning with the behavioral objectives in the proposal, the precise nature of the conduct of the sessions, and the efficient, comprehensive, and penetrating evaluation questions, this model provides a sound and effective program.

The Appendixes

APPENDIX I

Plans and Coordination for Conducting the Workshop

1. Program Cover
2. Resumé of Dr. Morgan's Address
3. Workshop Schedule
4. List of Speakers, Participants, Guests, and Consultants
5. Background Information of Speakers
6. Suggested Readings
7. Form for Purchasing Tapes
8. Workshop Laboratory Sessions
9. Evaluation Sheet
10. Background Information Form for Participants
11. Motel Arrangements and Reimbursement Form
12. Expense Voucher
13. Sample Letters Pertaining to the Workshop

EDUCATIONAL SYSTEM FOR THE SEVENTIES

ES '70

A PROGRAM SPONSORED BY THE U.S. OFFICE OF EDUCATION

SUMMER INSTITUTE TO PREPARE COORDINATORS TO ASSUME LEADERSHIP ROLES IN THE EDUCATIONAL SYSTEMS FOR THE SEVENTIES PROJECT OF THE U.S. OFFICE OF EDUCATION.

AUGUST 21, 1967 - AUGUST 31, 1967

BLOOMFIELD HILLS SCHOOL DISTRICT
BLOOMFIELD HILLS, MICHIGAN

Resumé of the Address by Dr. Morgan to the Fifteen Coordinators of the ES'70 Project on Wednesday Evening, August 30, at the USOE Workshop in Bloomfield Hills, Michigan.

There are certain things which I would recommend for you to avoid. You are not:

1. To go home and install a new curriculum;

2. To count on any money in the next two years.

On the other hand, there are plans which you can make:

1. To stay close to your superintendent;

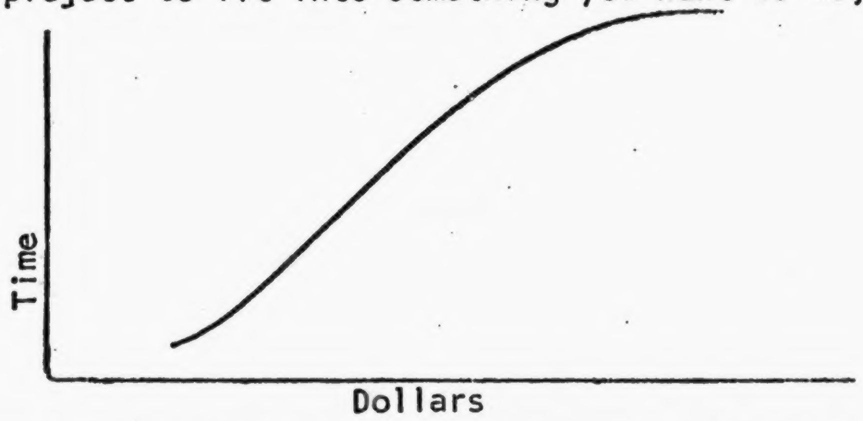
2. To formulate a systematic program of self-preparation with information supplied by the U.S. Office of Education;

3. To start preparing your replacement to take over your duties.

You will have to define your own role--no one will spell it out for you. If five schools survive, they are all that will be necessary for demonstration purposes. There will be no contacts on your involvement in the project.

It is advisable that you give some thought to setting up a liaison with the universities. They will provide support at the local or regional level. However, their consultants are not very valuable to you. It is to be expected that universities will be coming to you with their know-how. At the present time Quincy is looking for a university team to come in and assume some responsibility. You people are going to become educational technologists. With this thought in mind, we are calling upon the universities to establish graduate centers of educational science.

This year we shall spend from five to eight million dollars. Whether you want to bend a project to fit into something you want to do, I don't know.



There are strategies available now for influencing Title III programs of action. COPED, for example, is an independent Title III project. There is a COPED project underway at the University of Michigan with Port Huron and Livonia, two of its participants.

In organizing an action program for the ES'70 Project, our contract says that at the present time the thought is for only one school to participate for each district. At this time, you should think about acquainting the principal and the staff involved.

The selection of the participating school is important for carrying out our tasks. For example, in a three-track system you may want to begin with the college bound. Albeit, in Atlanta I would select a school in which most kids aren't going to college. Nevertheless, if I were one of the parents, you would have to show me that my kid would get as good an education in the experimental school as in a traditional school. For another thing, I would select a school sensitive to change.

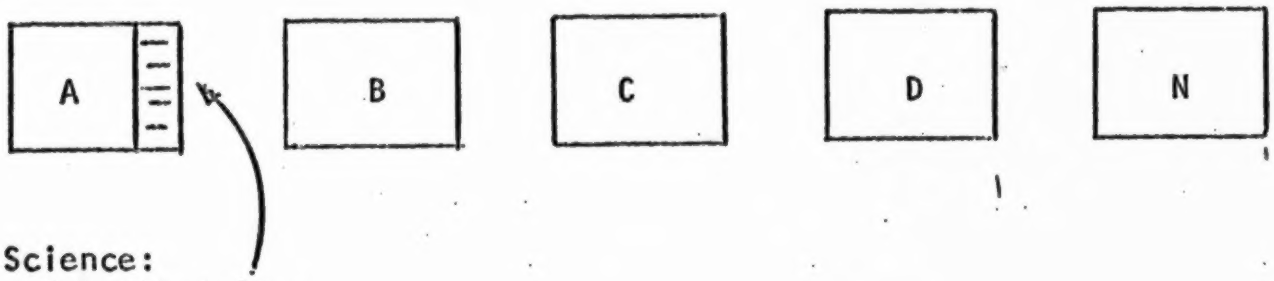
In California there are no occupational courses per se. The Office of Education shall try to change such Legislative restraints.

There are other matters to discuss as you return to your local districts. It is difficult at this time to tell exactly when there will be publicity on the ES'70 program from the Office of Education. As one example, there have been inquiries concerning the "organic" curriculum from the Job Corps. In the meantime we have made contact with the following agencies and individuals, alerting them to our present considerations for the program:

Houston	Houston State University Duane Estes Houston ASCD Dr. Glenn Fletcher, Superintendent Dr. Edgar, State Commissioner
Portland	Lab Personnel Dr. Ward Washington State University University of Washington
Mineola	Stony Brook Project
San Mateo	Dr. Rafferty
Atlanta	National Advisory Board for Vocational Education Dr. John Letson, Superintendent
Quincy	Harvard Laboratory
Nova	State Superintendent of Public Instruction
Baltimore	State Superintendent of Public Instruction

In order to have a long-range evaluation, there should be a longitudinal follow-up. This will require data pertaining to the Class of 1948, 1958, and 1968. However, do not plan to obtain funds at the local level next year to collect these data. There will not be any expenditures for such a study. You will receive $4,000.00, but this money is earmarked for your expenses and those of your superintendent.

A packet of information will be prepared for each participant; these will probably be available in time for the Duluth conference. Transparencies will be made up for each participant.



Science:
Sub-Discipline

We shall let a contract to guarantee high-level subject matter competence to a specialist, such as Jerome Bruner. In this regard, we are asking if there are more coherent ways to join groups other than by subject-matter disciplines. We could also use consultants, such as A.I.R., Dr. Masia, and/or an experimental group headed by someone like Dr. Goodlad. The Xerox Company and Westinghouse have already shown an interest in this project.

EDUCATIONAL SYSTEMS FOR THE SEVENTIES WORKSHOP

August 21 - August 31, 1967

FIRST WEEK

August 21
Monday morning

9:00 — Welcome and Introduction of Participants and Guests, Eugene L. Johnson, Superintendent of Schools, Bloomfield Hills School District

9:20 — Group Session
"Overview of the ES'70 Program"
David Bushnell and/or Robert Morgan
(Followed by buzz session and question and answer period

12:00 Noon — Lunch

Afternoon

1:30 — Group Session
"Relevance of School to Contemporary Society"
Donald Michael, University of Michigan
(Followed by buzz session and question and answer period)

(Optional conferences to be included at convenient periods during the workshop)

Group Session
"Demonstration Model--The Utilization of ES'70 Objectives", Robert Boston, Bloomfield Hills Public Schools

Group Session
Movie--*Make a Mighty Reach*

August 22
Tuesday morning

9:00 — Group Session
"The Role of Society and the Contemporary School"
Edward Welling, New York City Public Schools and E.F. Shelley Co.

(Followed by buzz session and question and answer period)

August 22 - Continued

12:00 Noon	Lunch
Afternoon 1:30	Group Session "Strategies for Change" Alan Westin, Columbia University (Followed by buzz session and question and answer period)
Evening 7:30	Group Session(Follow-Up) "Strategies for Change and the Role of the Local Coordinator" David Bushnell, U.S. Office of Education (Followed by buzz session and question and answer period)

August 23

Wednesday morning

9:00	Group Session "Behavioral Objectives" Bruce Tuchman, Rutgers University (Optional conference to be included at a convenient period during the workshop)
	Group Session Follow-Up) "Using the Objectives for the ES'70 and the Coordinators Training Workshop" Robert Boston, Bloomfield Hills
12:00 Noon	Lunch
Afternoon 1:30	Group Session "System Concept in Education" Edwin F. Shelley, E. F. Shelley and Co., Inc. (Followed by buzz session and question and answer period)
3:00	Group Session "Strategy of Articulation--Local and Network" Marilynn Wendt and David Mortimer Bloomfield Hills
Evening 7:00 P.M.	Dinner - Red Fox Inn

August 24
Thursday morning

9:00	Group Session "Assessment of Local Projects" Ralph W. Tyler, Carnegie Foundation (Panel reaction followed by buzz session and question and answer period)
10:30	Group Session Division into Task Force Groups Group I - Establish guidelines for coordination of project Group II - Identify potential resources
11:00	Task-Force Group Session Select group leader and recorder. Begin assigned tasks
12:00 Noon	Lunch
Afternoon 1:30	Group Session "P.E.R.T. Charts" John Blyth, E.F. Shelley Co.
2:30	Laboratory Group Session Organization Each participant identifies his special area of concern. Resource personnel are introduced and a consultant is assigned each group. Introduction of: Behavioral objectives in main curricular areas with emphasis on articulation.
3:00	Task Force Groups Work on tasks
Evening 7:30	Independent Work Session

August 25
Friday morning

9:00	Task Force Groups Work on tasks
10:30	Laboratory Group Session Begin work on individual projects with access to consultants
12:00 Noon	Lunch

August 25 - Continued

Afternoon 1:30	Open Group Session Examples of Innovative Techniques Presentation by consultants and selected representatives of various participating schools

August 26

Saturday morning

9:00	Group Session "Educational Technology" Edward Bantel, Consultant, National Association of Educational Broadcasters Implications of Educational Technology
10:30	Group Session "Application of Technology to Education" Merlin Reeds, Oakland County Schools
12:00 Noon	Lunch
Afternoon 1:30	Task Force Group Session Work on tasks
3:00	Laboratory Group Session Work on individual projects

August 27

Sunday	Free Day

August 28

Monday morning

9:00	Group Session Sensitivity Training" Dale Lake, Columbia University
12:00 Noon	Lunch
Afternoon 1:30	Group Session Sensitivity Training (Followed by buzz session and question and answer period)
Evening 7:00	Independent Work Session

August 29

Tuesday morning

9:00	Group Session "Individualization of Instruction" Richard Cox, University of Pittsburgh (Followed by buzz session and question and answer period)
12:00 Noon	Lunch
Afternoon 1:30	Task Force Group Session Work on tasks
3:00	Laboratory Group Session Work on individual projects
Evening 7:30	Independent Work Session

August 30

Wednesday morning

9:00	Group Session "Educational Objectives and the Curriculum" Thorwald Esbensen, Duluth Public Schools (Followed by buzz session and question and answer period)
11:00	Task Force Group Session Work on tasks
12:00 Noon	Lunch
Afternoon 1:30	Group Session "Measuring Student Attainment in the Cognitive, Affective, and Psychomotor Domains" Bertram Masia, Case Western Reserve University Cleveland, Ohio
3:00	Laboratory Group Session Work on individual projects
Evening 8:00	Parent Orientation Session Introduction to Individual Instruction Utilizing a Systems' Approach Bloomfield Hills

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August 31

Thursday morning

9:00	Group Session "Requirements of Industry for Entry-Level Skills" Martin Hamburger, New York University
10:30	Group Session Reports on Individual Projects with Group Critique
12:00 Noon	Lunch
Afternoon 1:00	Group Session Final Round-Up and Evaluation Summary

Notes and Comments:

Speakers

Dr. Edward Bantel
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Rochester, Michigan 48063

Dr. John Blyth
E. F. Shelley Company
866 United Nations Plaza
New York, New York 10017

David Bushnell
U.S.O.E.
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Dr. Richard Cox
University of Pittsburgh
Pittsburgh, Pennsylvania

Mr. Thorwald Esbensen
Duluth Public Schools
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Duluth, Minnesota 55802

Dr. Martin Hamburger
New York University
New York, New York

Dr. Dale Lake
Columbia University
New York, New York

Dr. Bertram Masia
Western Reserve University
Cleveland, Ohio

Dr. Donald Michael
University of Michigan
Ann Arbor, Michigan

Dr. Robert Morgan
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Dr. Ralph Tyler
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Mr. Norman Hyatt
Rocky Mountain Regional Educational Lab.
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Dr. Loyal Joos
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Mr. James Lakis
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Mr. Robert Melton
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Appalachia Educational Laboratory
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Mr. Jack Morgan
Division of Comprehensive Vocational
Educational Research
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Emil Praksta
Willingboro Public Schools
Willingboro, New Jersey

Roberta Rubel
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Bloomfield Hills Consultants

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Shirley Friedly
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Dr. Marjory Jacobson (Coordinator)
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Betty Leavitt
Bloomfield Hills School District
Bloomfield Hills, Michigan 48013

Mr. Roy Monzo
Bloomfield Hills School District
Bloomfield Hills, Michigan 48013

Mr. David Mortimer
Bloomfield Hills School District
Bloomfield Hills, Michigan 48013

Mr. William Schrot
Bloomfield Hills School District
Bloomfield Hills, Michigan 48013

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Bloomfield Hills, Michigan

BLOOMFIELD HILLS, MICHIGAN

BACKGROUND INFORMATION OF SPEAKERS
for the
Summer Institute to Prepare Local Coordinators to Assume
Leadership Roles in the Educational Systems for the Seventies
Project of the U. S. Office of Education

1. Name of Speaker Dr. Robert Morgan

2. Colleges or Universities Attended BS. in Psychology, Oklahoma State University
PHD, Ohio State

3. Degrees Held

4. Title of Position Deputy Director of Div. of Comprehensive and Vocational Research in the
United States Office of Education

5. Location Washington, D C.

6. Previous Titles or Positions Director of Litton Industries Educational Systems Div.
President of General Program Teaching Corp. Faculty of University of New Mexico Psych. Dept.
Faculty of Ohio State Experimental Psych.

7. Publications Article on Programmed Instruction of 5 or 6 languages

8. Additional Notes (over)

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1. Name of Speaker Dr. Edward Albert Bantel

2. Colleges or Universities Attended Columbia University

3. Degrees Held 3 degrees from Columbia University: Educational, Doctorate, Teachers Colleg
195

4. Title of Position 1963, Professor of Educational Psych., Oakland University ,

5. Location

6. Previous Titles or Positions Asst. Prof. Educational Psychology, 1956 -
Assoc. Prof. of Educational Psych., 1960 - Dir. of Teacher Educational Experimental Project
Wayne State University
1951-56, Columbia - Lecturer and Asst. Prof. Psych. Consultant to National Headstart Program

7. Publications Member of Psychological Assoc. of America; Member of Michigan Psychologic
Assoc. of America. - Treasurer Wayne State Chapter of the American Assoc. of University Profess
1955 - 1960

8. Additional Notes (over)

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BACKGROUND INFORMATION OF SPEAKERS
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1. Name of Speaker Dr. Richard Cox

2. Colleges or Universities Attended Michigan State University - Doctorate

Edinboro College, Pennsylvania B.S.

3. Degrees Held

4. Title of Position Assoc. Prof. of Education of U. of Pittsburgh

Research Assoc. at Learning Research and Development Center, U. of Pittsburgh

5. Location

6. Previous Titles or Positions Connected with the Oakleaf School Project.

7. Publications

8. Additional Notes (over)

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1. Name of Speaker Dr. Bertram Masia

2. Colleges or Universities Attended New York University

3. Degrees Held A.B.; M.A.; Ph.S Social Psychology

4. Title of Position Chairman and Professor, Department of Education, Case Western Reserve University

5. Location Cleveland, Ohio 44106

6. Previous Titles or Positions Professor, Department of Education, University of Chicago, 1960-1966. Director, Research and Development Dept. Science Research Associates, Chicago, 1955-1960

7. Publications Taxonomy of Educational Objectives: Affective Domain, David McKay, 1964

8. Additional Notes (over)

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1. Name of Speaker Dr. Edward Welling

2. Colleges or Universities Attended Tufts - Harvard

3. Degrees Held AB Tufts, MA Tufts, PHD Harvard

4. Title of Position Director of Responsive Environment Program - Office of Economic Opportunity - New York City, with E.F. Shelley Company

5. Location

6. Previous Titles or Positions Supt. of Mountain Lakes, New Jersey; Supt. of Freeport Long Island; Asst. Supt., Beverly, Mass.; Director of Private Schools, Venezuela 4 years; taught at City College, N.Y., Farley-Dickinson, N.J., Consultant to team teaching program in Syracuse, N.Y.; Consultant in the Human Resources Administration for Mayor Lindsay in N.U.

7. Publications Education of Science Teachers: Myth & Reality, National Science Foundation; ASCD - Bilingual Education. Has completed an article on technology for Reader's Digest. Presently working on book on interfacing of technology.

8. Additional Notes (over)

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BACKGROUND INFORMATION OF SPEAKERS
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1. Name of Speaker David Bushnell

2. Colleges or Universities Attended University of Chicago: Additional graduate work at University of Washington - research at University of Michigan

3. Degrees Held

4. Title of Position Director of the Division of Comprehensive and Vocational Educational Research; five years with I.B.M. in various administrative roles. Educational Research at Stanford Research Insitites Consultant in United States Office of Education.

5. Location

6. Previous Titles or Positions

7. Publications

8. Additional Notes (over)

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BACKGROUND INFORMATION OF SPEAKERS
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1. Name of Speaker BLYTH, JOHN WILLIAM

2. Colleges or Universities Attended Haverford College, 1931; University of Iowa, 1932; Student University of Berlin, 1934-35; Brown University, 1936.

3. Degrees Held A.B. Haverford College, 1931; M.A. University of Iowa, 1932; PHD Brown University, 1936.

4. Title of Position Educational and Management Consultant

5. Location

6. Previous Titles or Positions Faculty Hamilton College, 1932-62; Dean , 1946-48, Coordinator teaching machine proj. 195961, Member American Philosophic Assn., American Assn. University Professors, Phi Beta Kappa.

7. Publications Author - co-inventor teaching machine; '62 Developing Educ. Training Materia at all levels. - Educational Technology - Programming Logic on the College Level, 1 portion at 5th grade level on math for Health. Many programmed materials on the Industrial Level.--Working now Leadership development.

8. Additional Notes (over)

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for the
Summer Institute to Prepare Local Coordinators to Assume
Leadership Roles in the Educational Systems for the Seventies
Project of the U. S. Office of Education

1. Name of Speaker TYLER, RALPH WINFRED

2. Colleges or Universities Attended A.B. Doane College 1921; A.M. U. of Nebraska 192
Ph.D. U. of Chicago 1927; LLD from Muskingum College; Bachelor of Pedagogy from Coe College;
Honorary HLD from the University of Cincinnati.

3. Degrees Held High School teacher Pierre, S.D. 1921; Asst. Supv. Sciences U. of Nebraska
1922-27; Assoc. Prof. Education U. of North Carolina 1927-29; Assoc. Prof. Education Ohio State U
1929-31; Prof. Education and Research Assoc., Bureau of Education Research 1931-38; Prof. Chairma
Dept. of Educ. and Univ. Examiner U. of Chicago 1938-53; Dean Div. of Social Science 1948-53

4. Title of Position Director of Evaluation for the Eight-Year Study of Secondary Schools 1934-4

5. Location

6. Previous Titles or Positions Director Cooperative Study in General Education in Colleges
1939-45; Direc. Exam. Staff for U.S. Armed Forces Inst. 1943-50. Vice-Chairman Nat. Sci. Bd.;
Chairman Nat. Com. on Coop. Educ.; Panel on Educ. R&D of U.S. Office of Science and Technolog
Pres. National Academy of Educ.; Bd. of Editors Encyclopaedia Britannica; Nat. Adv. Council on
Educ. of Disadvantaged Children. TRUSTEE: Science Research Assoc.; Doane College; Emil
Schwarzhaup Foundation; American College Testing Program; System Development Corp.;
MEMBER: AASA (Fellow; Am.Educ.Res.Assn., Phi Delta Kappa; Am. Statis. Assn.; Nat. Soc. for
Study of Educ.; Nat. Educ. Assn; Am. Assn. of School Adminstrators; Nat. Assn. of Sec. School
Principals; Social Science Research Council

7. Publications

KINGSLEY INN
1475 Woodward Avenue
Bloomfield Hills, Michigan

BLOOMFIELD HILLS SCHOOL DISTRICT
BLOOMFIELD HILLS, MICHIGAN

BACKGROUND INFORMATION OF SPEAKERS
for the
Summer Institute to Prepare Local Coordinators to Assume
Leadership Roles in the Educational Systems for the Seventies
Project of the U. S. Office of Education

1. Name of Speaker Dr. Alan Westin

2. Colleges or Universities Attended A.B. University of Florida, Law Degree, Harvard, PHD, Harvard

3. Degrees Held

4. Title of Position Professor of Public Law and Government, Columbia University
Director for Center for Research and Education in American Liberties

5. Location Harvard, Yale, Cornell

6. Previous Titles or Positions

7. Publications 12 books - Civil Liberties - American Government - Foreign Policy - Constitutional Law

Book in process of publication - [illegible]

KINGSLEY INN
1475 Woodward Avenue
Bloomfield Hills, Michigan

BLOOMFIELD HILLS, MICHIGAN

BACKGROUND INFORMATION OF SPEAKERS
for the
Summer Institute to Prepare Local Coordinators to Assume
Leadership Roles in the Educational Systems for the Seventies
Project of the U. S. Office of Education

1. Name of Speaker Dr. Donald Michael

2. Colleges or Universities Attended Bachelor from Harvard - PHD, Harvard -
Masters, University of Chicago.

3. Degrees Held

4. Title of Position Professor of Psych.
Program Director in the Center for Research on Utilization of Scientific Knowledge

5. Location University of Michigan

6. Previous Titles or Positions Before University of Michigan in Washington, D.C. -
14 years, National Science Foundation - Joint Chiefs Weapons Systems (Evaluation group)
Brookings Institution

7. Publications The Next Generation: The Prospects Ahead for the Youth of Today and Tomorrow
Booklets - Cybernations: The Silent Conquests. Numerous Papers - Technology and Social Change

8. Additional Notes (over)

1475 Woodward Avenue
Bloomfield Hills, Michigan

BLOOMFIELD HILLS, MICHIGAN

BACKGROUND INFORMATION OF SPEAKERS
for the
Summer Institute to Prepare Local Coordinators to Assume
Leadership Roles in the Educational Systems for the Seventies
Project of the U. S. Office of Education

1. Name of Speaker Dr. Dale Lake

2. Colleges or Universities Attended Columbia University - Education Department
Alma - Undergraduate work

3. Degrees Held

4. Title of Position Project Director of a project called Cooperative Project for Educational Division.

5. Location Project Director at Boston University

6. Previous Titles or Positions

7. Publications Concepts for Social Change - grew out of project. Change in School Systems Published National Training Laboratory in Washington.

8. Additional Notes (over)

KINGSLEY INN
1475 Woodward Avenue
Bloomfield Hills, Michigan

BLOOMFIELD HILLS SCHOOL DISTRICT
BLOOMFIELD HILLS, MICHIGAN

BACKGROUND INFORMATION OF SPEAKERS
for the
Summer Institute to Prepare Local Coördinators to Assume
Leadership Roles in the Educational Systems for the Seventies
Project of the U. S. Office of Education

1. Name of Speaker Dr. Bruce Tuchman

2. Colleges or Universities Attended B.S., Rensselaer Polytechnic Inst.

M.A. and PHD. (Princeton) Studied with Bob Gagne at Princeton

3. Degrees Held Psychologist

4. Title of Position Assoc. Professor of Education at Rutgers

5. Location Rutgers, New Brunswick, N.J.

6. Previous Titles or Positions Research Psych. at the Naval Medical Research Center Institute. Curriculum Developer for AASA Program. Consultant to the New Math Group, University of Maryland

7. Publications Preparing to Teach the Disadvantaged

Publications by The Free Press Publishing Company in the spring of 1967

KINGSLEY INN
1475 Woodward Avenue
Bloomfield Hills, Michigan

BLOOMFIELD HILLS SCHOOL DISTRICT
BLOOMFIELD HILLS, MICHIGAN

Summer Institute to Prepare Local Coordinators to Assume Leadership Roles in the Educational Systems for the Seventies Project of the U.S. Office of Education

August 21, 1967 - August 31, 1967

Suggested Readings

* 1.	Bloom, Benjamin S.	Taxonomy of Education Objectives, Handbook I; Cognitive Domain. (New York: Longmans, Green) 1956
2.	French, Will (ed.)	Behavioral Goals of General Education in High School. (New York: The Russell Sage Foundation) 1957
* 3.	Krathwohl, David R.	Taxonomy of Educational Objectives. Handbook II. Affective Domain (New York: David MacKay and Co., Inc. 1964
4.	Lindvall, C. M. (ed.)	Defining Educational Objectives. Pittsburgh: University of Pittsburg Press) 1964
5.	Mager, Robert F.	Preparing Instructional Objectives. (Palo Alto, California: Fearon Publishers) 1962
* 6.	Morgan, R. M. and Bushnell, D.S.	Designing an Organic Curriculum
7.	Sanders, Norris, M.	Classroom Questions: What Kinds? (New York: Harper and Row) 1966
8.	Tyler, Ralph W.	Basic Principles of Curriculum and Instruction (Chicago: The University of Chicago Press) 1966

* Copies enclosed

Form for purchasing tapes of the addresses given at the-

Summer Institute to Prepare Local Coordinators to Assume
Leadership Roles in the Educational Systems for the Seventies
Project of the United States Office of Education

Directions for acquiring reproductions of the taped addresses-

On the following pages you will find the titles of the addresses, the dates of the addresses, the speakers and the cost of the tapes. There will be an additional fee for the reproduction of each tape. Please place an X on the blank provided at the right and send the completed list to-

Mr. Robert Boston
Assistant Superintendent, Curriculum
2800 Kensington
Bloomfield Hills, Michigan
48013

and your tapes will be mailed C.O.D. to-

Name______________________________ Street______________________________
Address______________________________ Zip ______________________________

- - - - - - - - - - - - - - - - - -

Speaker	Title	Cost
Robert Morgan 8/21/67	Overview of ES 70	$ 6.33 ____
Donald Michael 8/21/67	Relevance Of School To Contemporary Society	3.30 ____
David Bushnell 8/22/67	Overview of ES 70	3.30 ____
Robert Boston 8/22/67	Demonstration Model- The Utilization of ES 70 Objectives	3.30 ____
Ed Welling 8/22/67	E.F. Shelley Co.	3.30 ____
Allen Weston 8/22/67	Strategies For Change	3.30 ____

E.F. Shelley 8/22/67	Systems Concept In Education	$ 3.30_____
Bruce Tuckman 8/23/67	Behavioral Objectives	3.30 _____
Ralph Tyler 8/24/67	Assessment Of Local Projects	3.30 _____
John Blyth 8/24/67	P.E.R.T. Charts	3.30 _____
Mortimer & Wendt 8/25/67	Strategy Of Articulation-Local and Network	3.30 _____
Ed Bantel 8/26/67	Educational Technology	3.30 _____
Merlin Reeds 8/26/67	Application Of Technology To Education	3.30 _____
Dale Lake 8/28/67	Sensitivity Training	3.30 _____
Richard Cox 8/29/67	Individualization Of Instruction	3.30 _____
Bert Masia 8/30/67	Measuring Student Attainment In The Cognitive, Affective, and Psychomotor Domains	6.33 _____
Martin Hamburger 8/31/67	Requirements Of Industry For Entry-Level Skills	3.30 _____

Bloomfield Hills Summer Institute

Bloomfield Hills, Michigan

August 21 - 31, 1967

Name of Participant ______________________

Address ______________________

Local School System of Participant ______________________

Address ______________________

You have been invited to this workshop to explore the Seventies Project of the United States Office of Education. This project has been designed to provide for the optimum development of all students through the construction of an "organic" curriculum for the grade levels 9 - 12. In this learner-oriented curriculum, academic and vocational learning are integrated, with interaction among the academic, vocational, and social programs in the schools. Specific behavioral objectives in sequential order serve as criteria for measuring achievement.

As a local coordinator for the ES'70 Project, you will occupy a key position in promoting curriculum change in your community. This training session has been designed to prepare you to assume the role of change agent effectively within your local school district and as part of the network of schools participating in the ES'70 Project of the United States Office of Education.

The program has been organized to allow time for individual as well as group participation. In addition to the speakers and group sessions, there will be laboratory sessions during which you can work on developing your own materials and task-force sessions during which two groups will work out the guidelines for (1) coordinating the work of the project, and (2) specifying the anticipated needs.

In order to establish frames of reference, time schedules, and deadlines, a format has been prepared to assist you in completing your individual project and for reporting the results and evaluation of this workshop. These suggestions are offered to you as guidelines for directing your thinking and helping you to implement the materials provided by the conferences.

Workshop Laboratory Sessions

The laboratory sessions will offer you the opportunity to plan and write a description of the curriculum for your schools. This study will define and classify the behavioral objectives and identify their relationship to the learning environment. You will have the help of consultants during these sessions.

Thursday, August 24 2:30 P.M.	Identify your special area of concern. Construct an outline for developing your project. Construct a time schedule for its completion.
Saturday, August 26 3:00 P.M.	Describe the specific objectives of your project. Name the resources required to make your plan feasible.

Thought-Starters:

What specific educational objectives are you trying to fulfill?

How is the attainment of these objectives reflected in your new curriculum?

To what extent will the organizational mechanics be changed?

How are such changes to be effected?

Will the new curriculum require a different master plan of instruction?

Will new courses be written based on individualized instructional techniques?

Will the student's educational experiences be evaluated in terms of the attainment of specific behavioral objectives?

Tuesday, August 29 3:00 P.M.	Describe a plan for implementing the new curriculum. Make a curriculum model to accompany this description.

Thought-Starters:

In what ways will the program be responsive to the present day needs of students, i.e., functional skills in behavioral terms, maximum flexibility, or maximum actualization?

Will the courses have characteristics conducive to improvements in learning, i.e., interesting, challenging, and motivating materials, self-paced and self-instructional technology, or methods to accommodate individual differences?

2

Will computers be available for automated data processing in such areas as flexible scheduling and computer-assisted instruction?

Wednesday, August 30
3:00 P.M. Describe a proposed method of evaluation.

Thought-Starters:

How have the desired goals been promoted by the innovations that were designed and planned?

Has the curriculum been constructed to provide for new alignment of skills, processes, and ways of learning?

Will the system approach be used in implementing the curriculum?

Will these be fundamental modifications in the "organic" aspect of the curriculum?

Thursday, August 31
10:30 A.M. There will be a group meeting to critique your individual projects.

Criteria for the Critique:

1. To what extent does the curriculum provide for the optimum development of all students?

2. To what extent does the student who graduates from high school possess the necessary qualifications for maximum flexibility in his post high school activities?

3. To what extent has there been an overhaul of the educational process, taking into consideration such items as data processing, instructional aids, and learning programs?

4. To what extent is this curriculum capable of implementation in and adaptable to many different comprehensive school systems in the nation?

5. To what extent has this curriculum been constructed in the framework* of an "organic" curriculum?

*Specifications of behavioral objectives
Appropriate course content selected and developed
Design of instructional strategies
    Selection and design of modular instructional activities
    The method/media mix
        Programmed instruction
        Single concept films
        Text readings
        Tutorial sessions
        Group discussions
        Computer-assisted instruction

Validation of the learning experiences
    Measurement of attainment of behavioral objectives
    Learning of what a student doesn't already know
    Moving as rapidly as his ability permits
Prescription for an empirically validated learning package
Longitudinal data as criteria for measuring success

Task Force Group Sessions

You will be assigned to a task force for working out the guidelines to accomplish four objectives of the workshop. There will be two groups; the first will establish guidelines for coordination of the project, and the second will identify potential resources for its operation.

For these groups to be effective, it is important that there will be careful planning for the efficient use of the time and the personnel available. Consultants will also assist in organizing and developing the plans of each group.

Six group sessions have been planned; you will find them listed in your program. These sessions make up about nine hours of working time. Following is a suggested format for planning your time in relation to the problems to be investigated:

1. Critique of the results from the previous meeting
2. Advance planning with the consultants for this session
3. Carrying out individual tasks
4. Undertaking group tasks
5. Summarizing the activities by interaction among task force members and consultants.

By the end of the workshop, the members of the two task forces will have accomplished the group objectives of the program.

Work Schedule: Task Force 1

Thursday, August 24
11:00 A.M.

Objectives	Activities
1. Prepare a statement to outline some guidelines for the coordination of the work in the different systems through an exchange of information and an exchange of successful teaching units.	a. Prepare format of materials to facilitate transmissibility to all receivers: Organization Resources Utilization and simulation of materials Instructional possibilities Impact and conjunction of objectives Educational data processing Needs of personnel, time, money Evaluation

Thursday, August 24
3:00 P.M.

Develop Objective I - b.

b. List procedures for procuring materials
  - Guidelines to establish responsibility for developing and maintaining a list of works available
  - Addresses for ordering materials
  - Determination of cost, if any
  - Possibilities of obtaining loans
  - Possibilities of having materials duplicated

Friday, August 25
9:00 A.M.

Develop Objective I - c.

c. Articulation of curriculum at the local level
  - Curriculum guides
  - Presentation and field testing
  - In-Service education
  - Orientation meetings in the community
  - Teacher-Parent conferences
  - Supervision of system coordinators
  - Curriculum specialist
  - Curriculum library

Saturday, August 26
1:30 P.M.

Complete Objective I - c.

Articulation of curriculum among the network schools
  - Coordinator at the National level
  - Written reports prepared regularly of progress and/or new developments
  - Workshops and conferences for representatives of the 15 schools and the U.S.O.E.
  - Dissemination of research information to the network schools

Tuesday, August 29
1:30 P.M.

III. Prepare a composite of background data on participating schools by tabulating the responses to the brochure, "Background Information," completed by the coordinators.

Explanation of student evaluation
  - Name(s) of person(s) responsible
  - Length of time
  - Formula for determining pre-assessment
  - Criteria for evaluation

Construct model for pre- and post-assessments

Work Schedule: Task Force 2

Objectives	Activities
Thursday, August 24 11:00 A.M.	
II. Prepare a statement which will indicate the specific kinds of support and help which the coordinators anticipate will be needed from outside sources.	Consider the needs of consultant help for: Inservice training for aiding teachers with the construction of materials Evaluation of materials/project Methods of student-centering instruction Availability of appropriate instructional materials
3:00 P.M.	
Continue to develop Objective II.	Consider resources for discovering examples of innovative techniques Local classrooms University and college courses Educational research Demonstrations Books and periodicals
Friday, August 25 9:00 A.M.	
Continue to develop Objective II.	Consider the resources of available financial support through Government agencies and private foundations.
Saturday, August 26 1:30 P.M.	
Continue to develop Objective II.	Consider the need for equipment specialists The function of equipment specialists in the school system The relationships between the equipment specialist and the staff
Tuesday, August 29 9:00 A.M.	
Complete Objective II.	Consider the need for a systems analyst The use of computers in processing data The degree of sophistication of the curriculum

The status of innovation in the educational program
Acceptance of automation by the professional personnel
Cooperative attitudes of administration, guidance counselors, and teachers
Availability of hardware and software

Wednesday, August 30
11:00 A.M.

IV. Prepare procedures for reporting evaluation of local projects as a whole to the United States Office of Education.

Gather information which gives evidence of the quantity and quality of educational development at a particular point on the continuum of the educational program.

Gather statistical data pertinent to the school system at the same point in time.

Construct criteria for testing the value of the new curriculum,
To analyze the evidence in terms of these criteria, develop a form for transmitting the evaluation to the United States Office of Education.

The Laboratory and Task Force Sessions have been planned to make it possible for you to finish your individual objectives before August 31. In order to keep track of your progress to date and remember the parts which are as yet unfinished, you might want to keep a check-chart for a handy reference. In the following chart you could list items in the objectives and/or divisions in your individual project:

	Objectives	
Completed	In Process	To Be Initiated

Your share in making this workshop a success will be reflected in the entire ES'70 program. It is assumed that you will effectively coordinate your local project and disseminate the results of your project for the mutual benefit of all participants in the network.

Evaluation of Bloomfield Hills Workshop

These evaluation sheets have been designed to serve as a feedback of the effectiveness of the program and a guide to help direct your thinking and set controls upon the limits of your activities as the workshop is in progress.

This evaluative instrument is to be completed in the space below by responding with respect to each part of the outline for answering the questions at the right.

Responses

I.

II.

I. To what extent has the workshop contributed to your understanding of the scope of the ES'70 Project?
   a. Definition of terms
      1. "Organic" curriculum
      2. Behavioral objectives
      3. Integration of academic and vocational areas
      4. Method/media
      5. Individualized instruction
      6. Maximum flexibility in post high-school activities
      7. Systems concept
   b. A major redefinition of goals for the curriculum
   c. An overhaul of the educational process for the curriculum

II. To what extent have you been able to parallel the curriculum of your school district with the ES'70 curriculum?
   a. Comparison of similarities
      1. Areas
      2. Functions
   b. Observable differences
      1. Areas
      2. Functions
   c. Innovative techniques
      1. Selection of areas
      2. Selection of functions
      3. Use of automation

EVALUATION

SHEET 1

#2 Evaluation of the Bloomfield Hills Workshop (cont'd)

Responses

III.

IV.

V.

III. To what extent have you received the tools to perform the function of an ES'70 Project coordinator for each of your responsibilities?
   a. To plan local activities to coordinate with the project
   b. To interpret educational objectives in the behavioral terms required for determining whether they have been reached
   c. To develop the information required to enlist support for a specific project
      1. Description of the need to be met
      2. Specific objectives of the project
      3. Resources required
      4. Plan for implementation
      5. Proposed method of evaluation

IV. To what extent have you been given information and appropriate materials to communicate effectively on items pertinent to the ES'70 Project to the staffs of your local schools?
   a. The objectives of ES'70
   b. The implications of individualization of instruction
   c. The inter-relation between technology and program (systems concepts)
   d. The educational advantages and limitations of technological developments
   e. The role of the local system in the network of participating systems
   f. The possibilities of local use of units or modules developed elsewhere in the network
   g. The resources available for special projects

V. To what extent have you been given information and appropriate materials to communicate effectively concerning the ES'70 Project and the role of your school district in the Project to interested persons and groups?
   a. To the relevant local public
   b. To the local school authorities
   c. To the local teacher associations
   d. To State and regional educational authorities

EVALUATION

SHEET 2

#3 Evaluation of Bloomfield Hills Workshop (cont'd)

Responses

VI.

VII.

VI. As you assess the value of the workshop, to what extent has it accomplished what you had anticipated in completing your application to become a participant?

   a. Degree of satisfaction with physical arrangements and facilities
   b. Degree of satisfaction with completeness, relevancy, and detail of information
   c. Degree of satisfaction with featured guest speakers
   d. Degree of satisfaction with question-and-answer sessions and reaction panels
   e. Degree of satisfaction with staff consultants
   f. Degree of satisfaction with laboratory sessions
   g. Degree of satisfaction with task-force group sessions

VII. What recommendations, if any, do you have for similar workshops in the future?

   a. Organizing
   b. Planning
   c. Implementing a proposed program
      1. Suggestions for programs
      2. Suggestions for resource personnel

EVALUATION

SHEET 3

KINGSLEY INN
1475 Woodward Avenue
Bloomfield Hills, Michigan

BLOOMFIELD HILLS SCHOOL DISTRICT
BLOOMFIELD HILLS, MICHIGAN

BACKGROUND INFORMATION

for the

Summer Institute to Prepare Local Coordinators to Assume Leadership Roles in the Educational Systems for the Seventies Project of the U.S. Office of Education

Please type or print your answers to this form. Submit this form to Robert E. Boston, Assistant Superintendent-Curriculum, 4175 Andover Road, Bloomfield Hills, Michigan 48013.

1. Name of applicant ______________________________
2. Address ______________________________

   ____
   City State Zip
3. Home Telephone ______________________________
   Area Code Number
4. Sex ________Male ________Female
5. Age ________Years
6. I am employed by ______________________________
7. Name and address of your employer:

   ____
   Name

   ____
   Street Address

   ____
   City State
8. Business telephone ______________________________
   Area Code Number
9. Level of school (or system) with which you are concerned

   ________Junior High

   ________Senior High

   ________Technical Institute

10. Number of students enrolled (if you work in a school district)_______________

11. Title of your position____

12. Give the job description of your present work assignments.

____

____

____

____

13. Summarize your years of experience in teaching or related work.

Subjects of Assignments	Level (elementary, secondary, college)	Years of Experience

14. What colleges and universities have you attended? (Exclude attendance at institutes or programs you list in item 15).

Name of Institution	Dates Attended	Degree	Major	Minor(s)

15. Have you previously attended an institute to prepare educators for curriculum development through action research?

________Yes ________No (If yes, specify below).

Name of sponsoring institution	Dates Attended	Subject Field	Name of institute director

16. Does your present employment involve the development of vocational education curriculum or the supervision or administration of such vocational education curriculum?

_________Yes _________No

17. Please complete the following background data for your school:

Size of community and other pertinent data_______________________________

____

____

____

____

Size of student population to be involved in your initial project__________

____

Characteristics of student population to be involved in your initial project:

Average I.Q.____

Percentage of students achieving at, above, or below grade level as determined by standardized measuring instruments______________________

____

Minority groups represented_______________________________________

____

Disadvantaged groups, if any_______________________________________

Percentage of dropouts____

Post-high school activities:

Percentage going on to college_____________________________________

Percentage going on to technical schools____________________________

Percentage going directly into various occupations____________________

Standardized tests administered at each grade level___________________

Characteristics of teaching staff that will be involved in your initial project:

Average years experience____

Degrees held - % B.A., % M.A., etc.______________________________

18. Plans for implementing the institute experience:

SIGNATURE:

DATE:

PLEASE BRING FOUR COPIES OF REPORTS
DEALING WITH ON-GOING INNOVATIVE
PROGRAMS IN YOUR SCHOOLS.

MEMO: Institute participants for the Summer Institute to Prepare Local Coordinators to Assume Leadership Roles in the Educational Systems for the Seventies Project of the U.S. Office of Education

FROM: Robert E. Boston, Institute Director

LOCAL MOTEL ARRANGEMENTS

We will make motel reservations for you at the Kingsley Inn, 1475 Woodward Avenue, Bloomfield Hills, Michigan. Daily expenses for board and room will be approximately $18 - $19 a day.

__________Please make a reservation for me at the KINGSLEY INN

for________persons for August 20, 1967 - August 30, 1967.

__________Please do not make motel reservations for me.

RULES FOR MOTEL REIMBURSEMENT

1. Maximum allowable reimbursement by the U.S. Office of Education is at the rate of $12.00 per day.

2. Room receipt must be presented for reimbursement.

   Each local school system will be responsible for assuming the difference between government reimbursement and actual expenses.

TRAVEL

Travel reimbursement will be in the amount of actual cost shown on travel expense voucher. Participants traveling by air will arrive at the Metropolitan Airport, Detroit, Michigan. Local transportation between Metropolitan Airport and the KINGSLEY INN must be arranged by each individual participant. Limousine service is available to and from the airport.

RULES FOR TRAVEL REIMBURSEMENT

1. Public conveyance fares should be purchased at the tax-exempt rate.

2. Ticket receipt for travel must be presented for reimbursement.

3. Completed travel expense voucher for____________must be presented together with documentary receipts to qualify for reimbursement.

KINGSLEY INN
1475 Woodward Avenue
Bloomfield Hills, Michigan

BLOOMFIELD HILLS SCHOOL DISTRICT
BLOOMFIELD HILLS, MICHIGAN

EXPENSE VOUCHER

Name ______________________________

Address ______________________________

Date of Meeting August 21 - 31, 1967 Meeting Place KINGSLEY INN Bloomfield Hills, Mich.

Bloomfield Hills School District will reimburse for travel in an amount shown only by this expense voucher. Public conveyance fares should be purchased at the tax-exempt rate and ticket receipt must be presented for reimbursement. Reimbursement cannot be made for federal tax paid on any item.

Reimbursement is claimed for travel allowance from ______________________________

______________________________ to KINGSLEY INN, Bloomfield Hills, Mich. by bus, rail, air or car. (Circle one)

DEPARTURE - ARRIVAL SCHEDULE

Date	Time	Place	Date	Time	Place

I hereby certify that I have knowledge of the above claim; that said claim is true and correct; that the amount therein specified is due from the Bloomfield Hills School District as stated and that no part thereof has been heretofore paid.

____
SIGNATURE

7-24-67

SAMPLES OF LETTERS PERTAINING TO THE WORKSHOP

4175 Andover Road
Bloomfield Hills, Michigan
48013

August 10, 1967

Mr. Glenn E. Hill
1940 S.E. 52nd Av
Portland, Oregon 97215

Dear Mr. Hill:

Congratulations on having been selected to serve as coordinator of the USOE's Educational Systems for the Seventies for your school district. I'm sure you are aware of the tremendous importance of your new position - you'll be assuming a leadership role for one of the most exciting programs in the nation.

The Bloomfield Hills School District is proud to host the Coordinators' Training Workshop and sincerely hopes that you will find the session from August 21 - August 31 among the most profitable you've ever spent. You will be attending meetings on individualization of instruction, specification of educational objectives, articulation through a systems approach, etc. with many noted authorities serving as resource personnel, all of which are designed to help you more effectively initiate the organic curriculum in your local setting.

Enclosed are several forms which should be completed and returned to me immediately so that workshop arrangements can be finalized. The voucher for expenses should be completed and returned to me at the conclusion of the workshop. Therefore, it will be necessary for you or your district to supply funds for your travel expenses with the understanding that they will be reimbursed as indicated by the U.S. Office of Education.

Finally, the enclosed materials also include a list of readings. Recognizing that you couldn't possibly read all of the materials suggested prior to August 21, I am enclosing duplicated materials which give you an abbreviated version of the cognitive, affective, and psychomotor domains of educational objectives. Hopefully, you will find these materials helpful.

I'll look forward to meeting you on the 21st.

Sincerely,

Robert E. Boston
Assistant Superintendent-Curriculum

REB:sn

4175 Andover Road

August 16, 1967

Dr. Earnest Minelli
Department of Special Services
Central Michigan University
Mt. Pleasant, Michigan

Dear Dr. Minelli:

The Bloomfield Hills School District and the United States Office of Education would like to extend an invitation to you to participate in the ES '70 Coordinators Training Workshop to prepare local project coordinators to assume leadership roles in the initiation of an organic curriculum. The workshop will begin on August 21 and run through August 31, 1967.

The schedule for the Institute program is enclosed to give you an idea of the program that will be held at the Kingsley Inn, 1475 Woodward Avenue, Bloomfield Hills, Michigan.

Will you please confirm the dates you and/or your associates will be attending the workshop and let us know if you would like to have us make reservations for you at the Kingsley Inn.

We are looking forward to your visit to the Bloomfield Hills School District.

Sincerely,

Robert E. Boston
Workshop Program Director

REB:sn

THE BLOOMFIELD HILLS SCHOOL DISTRICT

Bloomfield Hills, Michigan

Dear Mr. Muldoon:

It is a pleasure to welcome you to the ES'70 Coordinators' workshop in Bloomfield Hills. Hopefully, you will find your stay here a pleasant and profitable one.

Hopefully, too, you'll find your busy schedule exciting, stimulating, and challenging. Several outstanding resource people have consented to serve as speakers for our workshop. As you can see from the enclosed schedule, you have a full program, one which will demand considerable time and energy if you are to accomplish the objectives of this workshop in the brief span of eleven days.

Meetings are organized into four basic categories. The first type, the TOTAL GROUP SESSIONS, are designed to acquaint you with various topics related directly to the ES'70 Project. In most cases, resource personnel will address the group and answer questions in their respective areas. TASK FORCE GROUPS, the second major meeting type, are work sessions where you'll be divided into two groups to develop network dissemination procedures and compile a list of potential resources. The third type, the LABORATORY SESSIONS, are also work sessions where you'll be divided into very small groups and provided a consultant to help you define and develop your local project. Finally, the last category, the INDEPENDENT WORK SESSIONS, are opportunities for you to continue working on your project, arranging for individual help from a consultant if you so desire.

By the time you leave this workshop on August 31, you will be expected to have the following skills:

1. Administrative skills to plan local projects to fulfill ES'70 objectives and implement the organic curriculum

2. Communication skills to interpret the local plan to the staff, board of education, and community including the preparation of a timetable for such activities

3. Communication skills to interpret the results of local efforts to other participating schools throughout the nation

4. Communication skills in defining clear-cut behavioral objectives

5. Evaluation skills in establishing criteria to measure the extent to which the local project objectives were attained

6. Evaluation skills in establishing criteria to measure the growth of individual students at various intervals throughout the duration of the project.

Should you require clerical assistance or general information, services will be provided. I hope you'll enjoy your stay at the Kingsley Inn where you've been assigned a room along with Mr. William De Gennaro from Plainview School District, Long Island, New York.

I'll look forward to seeing you at breakfast in the coffee shop tomorrow morning at 8:00 A.M. from which we'll move to the large conference room downstairs for our 9:00 A.M. meeting.

Again, welcome to Bloomfield Hills.

Sincerely,

Robert E. Boston
Workshop Director

REB:sn

4175 Andover Road

September 5, 1967

Dr. Sidney Blum
Baltimore Public Schools
Calvert Street & North Avenue
Baltimore, Maryland 21202

Dear Dr. Blum:

The eleven days of the Bloomfield Hills ES'70 Workshop have passed quickly by. No longer are the plans for the Project unrealistic to you. On returning home, your imagination is bound to work overtime with "props" provided by the speakers at the conferences.

These conferences, as well as the entire Workshop, were successful in a large part by your continued interest in the presentations and your individual contributions to the discussions. Hopefully, they will be of immediate value to you at this time when you are contemplating the role of your school district in the ES'70 program.

I would like to thank you for your share in promoting the activities of the Workshop. The projects you have completed and the materials developed will, I am confident, give direction and furnish information for the overall design of the Project. I also appreciate your cooperation with the conference leaders and with the participants from the other fourteen schools. This cooperation became more and more evident as the Workshop progressed and you worked together to complete the assigned tasks.

This experience should be of mutual benefit to all of us, but it is only the take-off. The pilot schools will continue to share their ideas and responsibilities in order to stabilize the network as well as to establish coordination among the member schools.

If you have further need of anything pertaining to the Workshop, let me know, and I shall attend to your requests personally.

I am looking forward to seeing you again at the Duluth meeting later in the month.

Sincerely yours,

Robert E. Boston
Assistant Superintendent-Curriculum

REB:sn

4175 Andover Road

September 11, 1967

Mr. Eugene L. Johnson, Superintendent
Bloomfield Hills Public Schools
4175 Andover Road
Bloomfield Hills, Michigan

Dear Mr. Johnson:

The Bloomfield Hills ES '70 Workshop drew to a close last Thursday after the morning session. According to the evaluations of the participants, it had been a very successful institute. I am convinced the Workshop made considerable progress toward orienting the coordinators as they approach the responsibilities of their new positions in the ES '70 Project.

Thank you very much for your contributions in helping with the plans and the successful culmination of the conference. The dinner at the Red Fox Inn added a touch of Bloomfield Hills hospitality for which we are all deeply grateful.

Sincerely yours,

Robert E. Boston
Assistant Superintendent-Curriculum

REB:sn

4175 Andover Road

September 12, 1967

Dr. Bruce Tuckman
Rutgers University
Douglass College
New Brunswick, New Jersey 08903

Dear Dr. Tuckman:

The Bloomfield Hills ES'70 Workshop drew to a close last Thursday after the morning session. According to the evaluation of the participants, it had been a very successful institute.

I appreciate your willingness to participate in the workshop and your fine presentation on "Behavioral Objectives." I feel confident the coordinators learned a great deal from your workshop techniques. The first in the hierarchy of functions for the ES'70 coordinators is to specify and evaluate behavioral objectives for the local school district.

It was exciting for the staff members from the Bloomfield Hills Schools to go through our Systems Objectives with you. We were delighted to have your recommendations and hope you will be able to find time to return soon.

In implementing our K-12 Continuous-Progress Curriculum, we are planning to evaluate and revise the behavioral objectives. The entire project will involve the expertise of specialists in different fields. If you would be interested in selling us your services part-time beginning early this fall, please let me know. The research will be interesting and productive, I am sure, for individualizing instruction.

I shall be looking forward to hearing from you.

Sincerely yours,

Robert E. Boston
Assistant Superintendent-Curriculum

REB:sn

4175 Andover Road

September 8, 1967

Dr. Ralph Tyler
5825 Dorchester
Chicago, Illinois 68639

Dear Dr. Tyler:

The Bloomfield Hills ES '70 Workshop ended on a high note last Thursday. The coordinators in the program were very enthusiastic in their praise of the meetings. Rarely do so many participants agree that a workshop was the best they had ever attended. They were especially pleased with the roster of speakers.

I want to thank you sincerely for coming to Bloomfield Hills as one of our speakers. Your fine address and your presence at the institute were an inspiration to both the participants and the guests. It was very timely for the coordinators to learn about curriculum assessment and individual pupil assessment for evaluating their efforts in moving toward an "organic" curriculum.

Bloomfield Hills will introduce our continuous-progress curriculum for the first time with the opening of school this week. I realize we should become involved in an external evaluation program in order to look at our curriculum objectively. I believe your National Assessment Program would have possibilities for us. If you agree, I would like to know more about the procedures for engaging our school district in your project. I would appreciate receiving a formal application if such forms are available.

It was indeed a pleasure to have the opportunity to visit with you. It is very encouraging to us to know that you are sympathetic to our efforts and enthusiastic concerning our non-graded curriculum for individualizing instruction.

You will always be welcome at Bloomfield Hills. If we can serve you or if you would like to visit here, we shall be very glad to accommodate our time to suit your plans. We are looking forward to seeing you again soon.

Sincerely yours,

Robert E. Boston
Assistant Superintendent-Curriculum

REB:sn

The Superintendent and the Board of Education of Bloomfield Hills request the pleasure of your company at a cocktail hour and dinner at seven o'clock on Wednesday evening, August twenty-third, at the Machus Red Fox Inn at 6676 Telegraph Road.

Transportation will be provided from the Kingsley Inn. R.S.V.P. to Dana Jelsch of the Kingsley Inn not later than Tuesday noon.

Eugene L. Johnson
Superintendent of Schools

4175 Andover Road

September 12, 1967

Mrs. Carter Chamberlain, Secretary
Bloomfield Hills Board of Education
4451 Chamberlain Drive
Birmingham, Michigan 48010

Dear Amylee:

The Bloomfield Hills ES'70 Workshop drew to a close last Thursday after the morning session. According to the evaluations of the participants, it had been a very successful institute. I am convinced the Workshop made considerable progress toward orienting the coordinators as they approach the responsibilities of their new positions in the ES'70 Project.

Thank you very much for your contribution in helping with the arrangements. The dinner at the Red Fox Inn added a touch of Bloomfield Hills hospitality for which we are all deeply grateful.

Sincerely yours,

Robert E. Boston
Assistant Superintendent
Curriculum

REB:sn

4175 Andover Road

August 14, 1967

Dr. David Bushnell
U.S. Office of Education
Bureau of Research
Washington, D.C.

Dear Dr. Bushnell:

The Bloomfield Hills School District and the U.S. Office of Education are honored to have you serve as a consultant at the ES'70 Coordinators' Training Workshop to prepare local project coordinators to assume leadership roles in the initiation of an organic curriculum. We're certain that your presentation will contribute greatly to the overall success of the workshop.

Below is a list of pertinent information regarding accommodations, travel arrangements, etc.

Reimbursement

You will receive $150 honorarium in addition to reimbursement for travel expenses incurred in connection with your appearance at the institute being held at the Kingsley Inn, 1475 Woodward Avenue, Bloomfield Hills, Michigan. Tax exempt certificate must be filed at the time travel fare is purchased. We cannot reimburse for federal tax paid on travel.

Travel

We have made reservations for you at the Kingsley Inn, Bloomfield Hills, Michigan on the dates that you have so indicated.

Program

The schedule for the institute program is enclosed to give you an idea of the relation between your presentation and the overall program.

Reconfirmation of Scheduled Presentation

Your presentation at the Summer Institute to Prepare Local Coordinators to Assume Leadership Roles in the Educational Systems for the Seventies Project of the U.S. Office of Education is scheduled as follows:

Topic Strategies for Change and the Role of the Local Coordinator

Date Tuesday, August 22, 1967

Time 7:30 P.M.

I'll look forward to your visit on Tuesday, August 22, 1967, and feel free to call me (Area Code 313 - 647-1224) if you have any questions.

Sincerely,

Robert E. Boston
Workshop Program Director

REB:sn

4175 Andover Road

September 7, 1967

Mr. David Bushnell
United States Office of Education
Bureau of Research
Washington, D. C.

Dear Dave:

The Bloomfield Hills ES '70 Workshop drew to a close last Thursday after the morning session. According to the evaluations it was a real success. It seemed to take a couple of days to get the program underway; nevertheless, once the group of coordinators picked up a little momentum, they accomplished a great deal for themselves in their own situations and as much, or even more, toward establishing guide lines for the function of the network of schools.

The success of the conference depended to a large extent on the cooperation and services of the Office of Education. The coordinators exhibited much anxiety until they learned the USOE would answer their questions and also be represented here the second week of the meetings. I appreciate your willingness to take the time, not only to attend the Workshop but also to describe the function of the Office of Education in the ES '70 Project and to give direction to the coordinators who were completely overwhelmed by the enormity of the program.

I also appreciate your mention of Bloomfield Hills as a COPED school district. As this project is named, Cooperative Project in Educational Development, it must be essential to become involved on a cooperative basis. I would like to know more about the procedures for engaging our school district in this research project. If there are formal applications available, would you send me one? I hope this project will have possibilities for us. Will you give me a brief summary of your thoughts regarding this matter?

The plans for assuming the coordinator's role began to take shape with Dr. Tyler's discussion of assessment. Dr. Bruce Tuckman and Dr. Richard Cox clarified respectively the meanings of behavioral objectives and individualizing instruction. Articulation was the topic for the presentations of Marilynn Wendt and David Mortimer from the Bloomfield Hills staff.

Mr. Shelley introduced the systems approach to education and discussed this concept with regard to his company of management consultants. Dr. Welling and Dr. Blyth presented the technical aspects of the Project and the relationships among the members of the USOE, the E. F. Shelley Company, and the participating school systems.

I am convinced this Workshop has made considerable progress toward orienting the coordinators as they approach the responsibilities of their new positions. They have already found tentative solutions to the four questions you submitted on Tuesday evening:

1. What will be the commitment of your school district to the network?
2. What is the nature of your role as a coordinator?
3. What timetable and responsibility will you want to carry out?
4. What kind of communication network should exist?

The final question is, "Whither now?"

The next meeting in Duluth will, no doubt, provide a follow-up for some of the unfinished exigencies of the Bloomfield Hills Workshop. I am sure all of the coordinators are looking forward to these meetings.

Thank you very much for your cooperation in planning the Workshop and for your contribution in giving direction and guidance to its participants.

Sincerely yours,

Robert E. Boston
Assistant Superintendent-Curriculum

REB:sn

THE BLOOMFIELD HILLS SCHOOL DISTRICT

Bloomfield Hills, Michigan

Dear Dr. Blyth:

It is a pleasure to welcome you to the ES '70 Coordinators' workshop in Bloomfield Hills. Hopefully, you will find your stay here a pleasant and profitable one.

Hopefully, too, you'll find your busy schedule exciting, stimulating, and challenging. Several outstanding resource people have consented to serve as speakers for our workshop. As you can see from the enclosed schedule, you have a full program, one which will demand considerable time and energy if you are to accomplish the objectives of this workshop in the brief span of eleven days.

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3. Communication skills to interpret the results of local efforts to other participating schools throughout the nation
4. Communication skills in defining clear-cut behavioral objectives

5. Evaluation skills in establishing criteria to measure the extent to which the local project objectives were attained

6. Evaluation skills in establishing criteria to measure the growth of individual students at various intervals throughout the duration of the project

Should you require clerical assistance or general information, services will be provided. I hope you'll enjoy your stay at the Kingsley Inn where you've been assigned a room.

Again, welcome to Bloomfield Hills.

Sincerely,

Robert E. Boston
Workshop Director

REB:sn

APPENDIX II

Public Relations

1. Report on Press, Radio, and Television coverage of the ES'70 Institute

2. Newspaper articles

THE MAUNDERS COMPANY, INC.
199 PIERCE STREET • BIRMINGHAM, MICHIGAN 48011 • TELEPHONE 642-9797
PUBLIC RELATIONS • MARKETING COUNSEL

September 8, 1967

FROM: Philip J. Meagher, Jr., The Maunders Company

TO: Robert Boston

SUBJECT: Press, Radio, Television coverage of ES '70 Institute

Announcements of the ES '70 Institute were distributed to 29 newspapers and wire services and hometown papers from which participants reported. In addition, announcements were distributed to 12 major radio and television stations in the area. Progress news releases were distributed to major papers and radio-television. Depth reporting and pictures were supplied to the local Birmingham Eccentric. Clippings assembled to date are attached.

Television coverage included two reports on WJBK-TV (Channel 2), the CBS affiliate in Detroit. One report was an interview with Dr. Robert Morgan, August 21, and the other with Dr. Ralph Tyler, August 24.

Dr. Tyler (and yourself) appeared on WJR Radio August 24. Any additional clippings or radio report of coverage will be forwarded to you.

Note: The following eight pages of newpaper clippings were not suitable for microfiche and are not reproduced in this copy of the document.

APPENDIX III

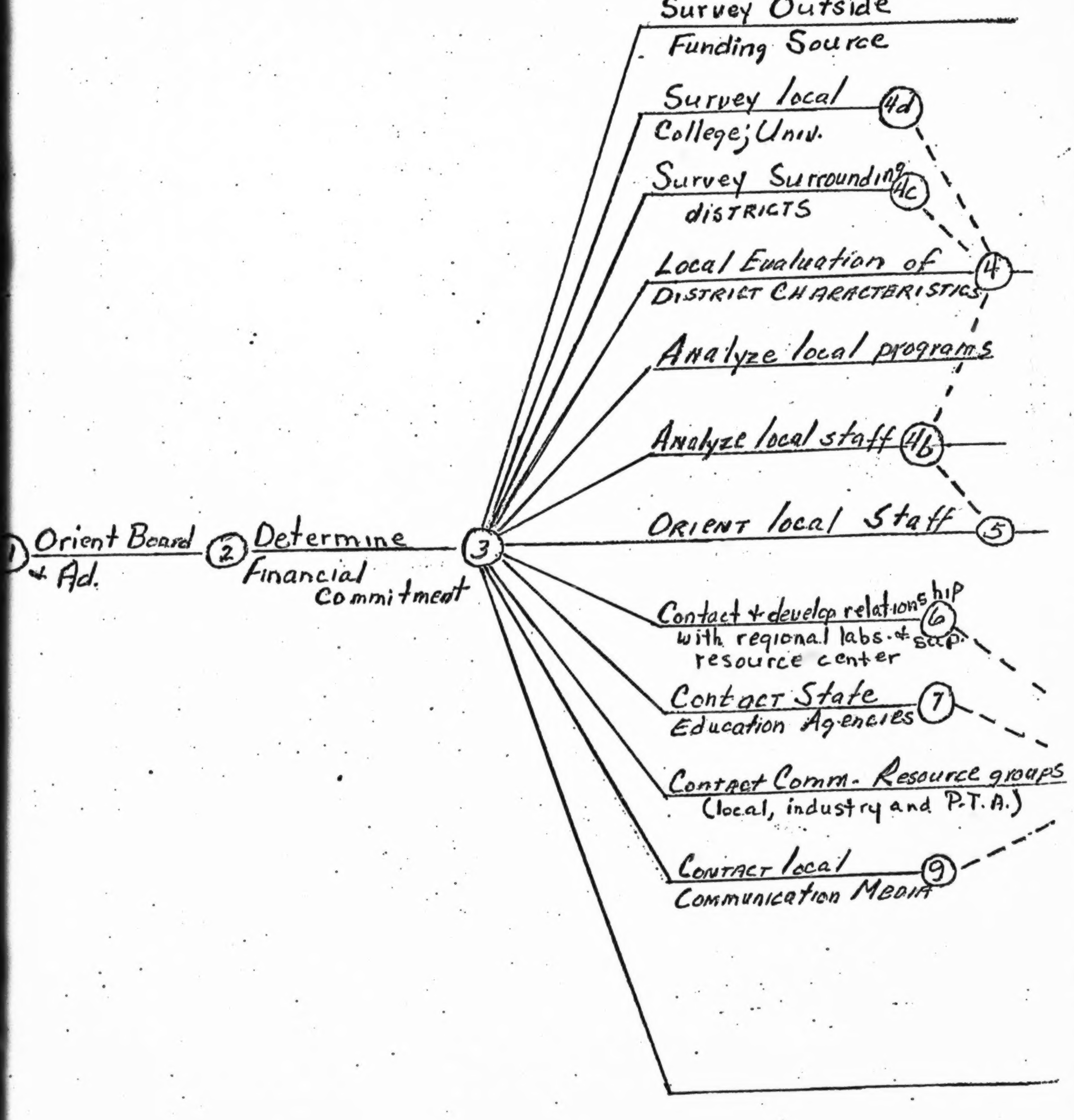
Contributions for Fulfilling the Objectives of the Workshop

1. Statement and Pert Chart – Eliot Spack
2. Guidelines for ES'70 Project Coordinators – Eliot Spack
3. Definition of the Organic Curriculum – ES'70
4. The Program of Instruction – Lawrence Creedon
5. Some Thoughts Concerning ES'70 – Franklyn Wesley
6. The Organic Curriculum – Eliot Spack
7. Developing an Organic Curriculum – Jim Knuckles
8. What the Organic Curriculum Means to Me – William M. Hetrick
9. Interpretation of Organic Curriculum
10. Summary of Task Force II
11. Evaluations
12. References

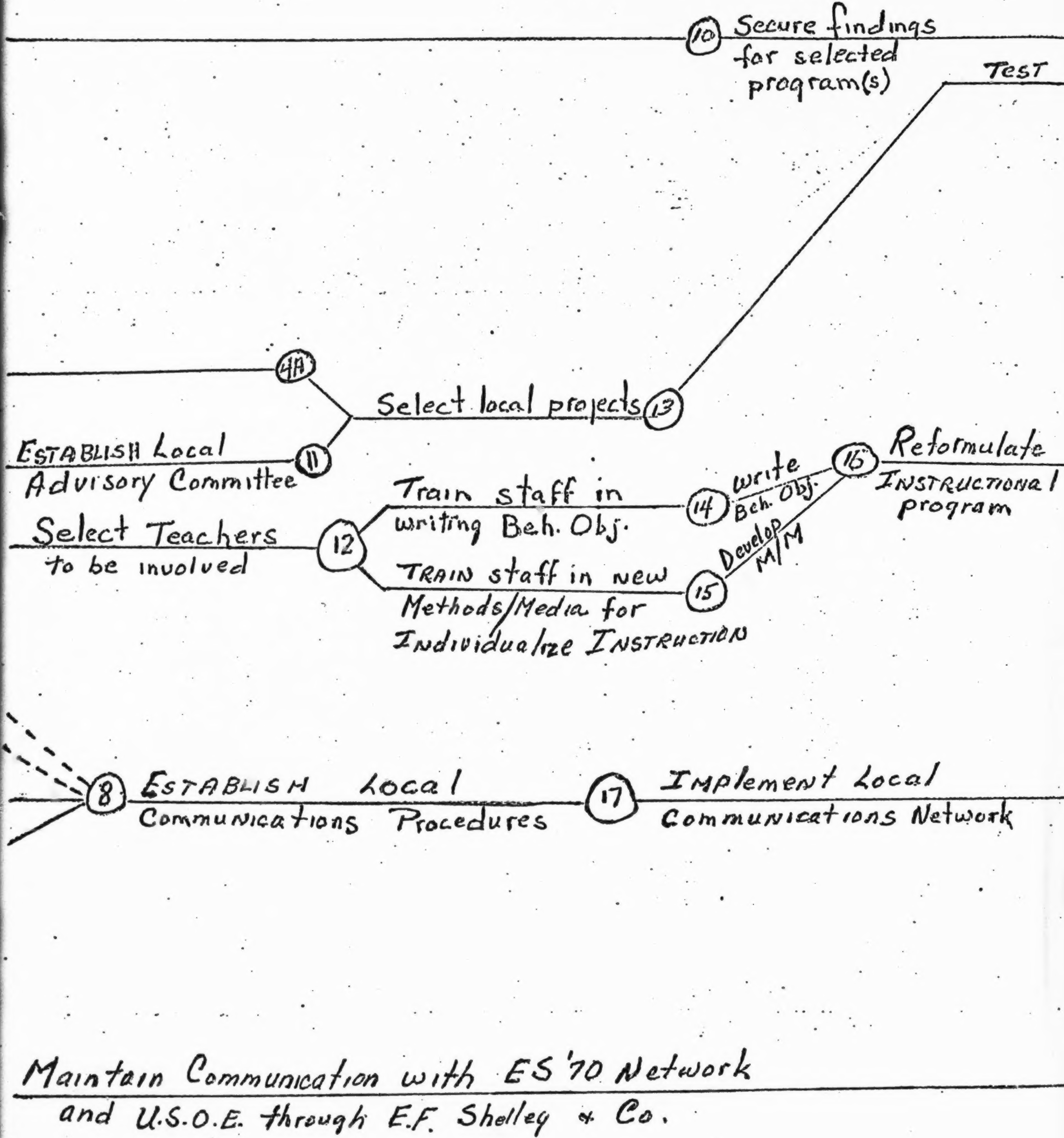
Mr. Spack

STATEMENT

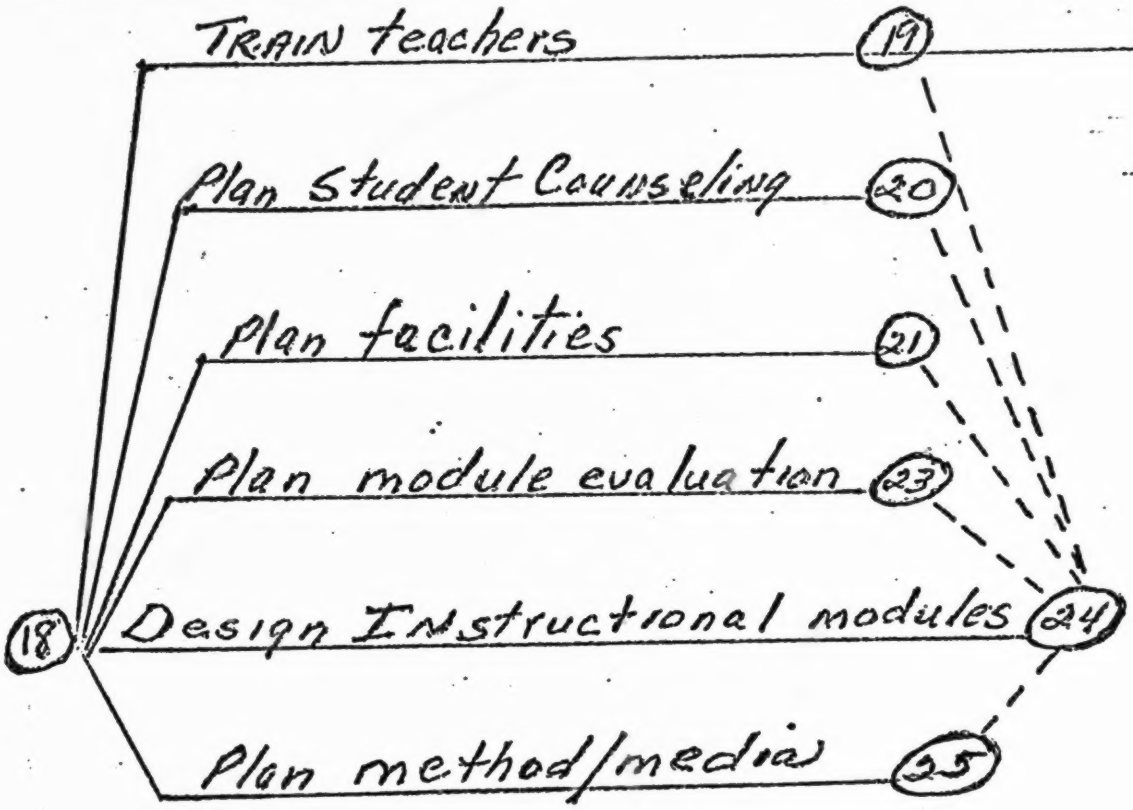
It was the unanimous agreement of those in attendance at the conference that the local project coordinators, in accordance with the guidelines established by the Superintendents at the Fort Lauderdale conference, be given a direct line of communication to their superintendents and that they be integral to the decision-making processes of the local district.



1
Orient Board + Ad.
2
Determine Financial Commitment
3
Survey Outside Funding Source
Survey local College; Univ.
4d
Survey Surrounding districts
4c
Local Evaluation of DISTRICT CHARACTERISTICS
4
Analyze local programs
Analyze local staff
4b
ORIENT local Staff
5
Contact + develop relationship with regional labs. + sup. resource center
6
Contact State Education Agencies
7
Contact Comm. Resource groups (local, industry and P.T.A.)
Contact local Communication Media
9


10
Secure findings for selected program(s)
TEST
4A
Select local projects
13
ESTABLISH Local Advisory Committee
11
Select Teachers to be involved
12
Train staff in writing Beh. Obj.
14
write Beh. Obj.
16
Reformulate INSTRUCTIONAL program
TRAIN staff in new Methods/Media for Individualize INSTRUCTION
15
Develop M/M
8
ESTABLISH Local Communications Procedures
17
Implement Local Communications Network
Maintain Communication with ES '70 Network and U.S.O.E. through E.F. Shelley & Co.

Projects IN OPERATION


TRAIN teachers
19
Plan Student Counseling
20
Plan facilities
21
Plan module evaluation
23
18
Design INstructional modules
24
Plan method/media
25

Mr. Spack

GUIDELINES FOR ES '70 PROJECT COORDINATORS

A. SURVEY AND REVIEW

1. Determine the financial commitments of our local districts to the ES '70 Program.
2. Analyze individual district programs to see relationships between current practice and ES '70 objectives.
3. Orient ourselves to local district characteristics. (Geographical location, size, socio-economic status, make-up of student body, community setting and resources.)
4. Analyze staff and identify those who can operate effectively in changing situations.
5. Survey innovative practices in other school districts within our geographical area to establish a bank of resource information which might relate to ES '70 and read up extensively on relevant materials.
6. Contact and develop working relationships with regional laboratories and supplemental resource centers.
7. Survey local colleges and universities to identify individuals who might be of assistance in implementing the program of ES '70.
8. Establish contact with community resources (labor organizations, industry, chambers of commerce, local government, civic organizations, PTA). Establish a relationship with the middle and higher peaks of the local power structure.
9. In conjunction with the U.S. Office of Education contact state education agencies and be able to describe and elicit support for the ES '70 project.
10. In conjunction with the U.S. Office of Education establish contact and be able to describe and elicit support for the ES '70 project with the local communications media.
11. Familiarize ourselves with procedures used to obtain outside funding and the outside sources currently being used as well as potential funding sources.
12. Familiarize and avail ourselves of the services to be provided by the U.S. Office of Education and the E. F. Shelley Co. with respect to support for for this program.

B. LOCAL ARTICULATION

1. Immediate orientation of upper echelon staff personnel and school board as to the goals and objectives of the ES '70 project.
2. Establish advisory committee for implementation.
3. Orient school faculty and/or faculty associations as to the objectives and implementation schedule of the program.
4. Implement programs of teacher training in the area of defining and constructing behavioral objectives.
5. Select the appropriate staff personnel to participate in formulating the behavioral objectives. (Step 4-5 of PERT)
6. Orient faculties to the availability, implications, and merits of educational technology.
7. Train faculty members in the efficient use of the educational technological tools.

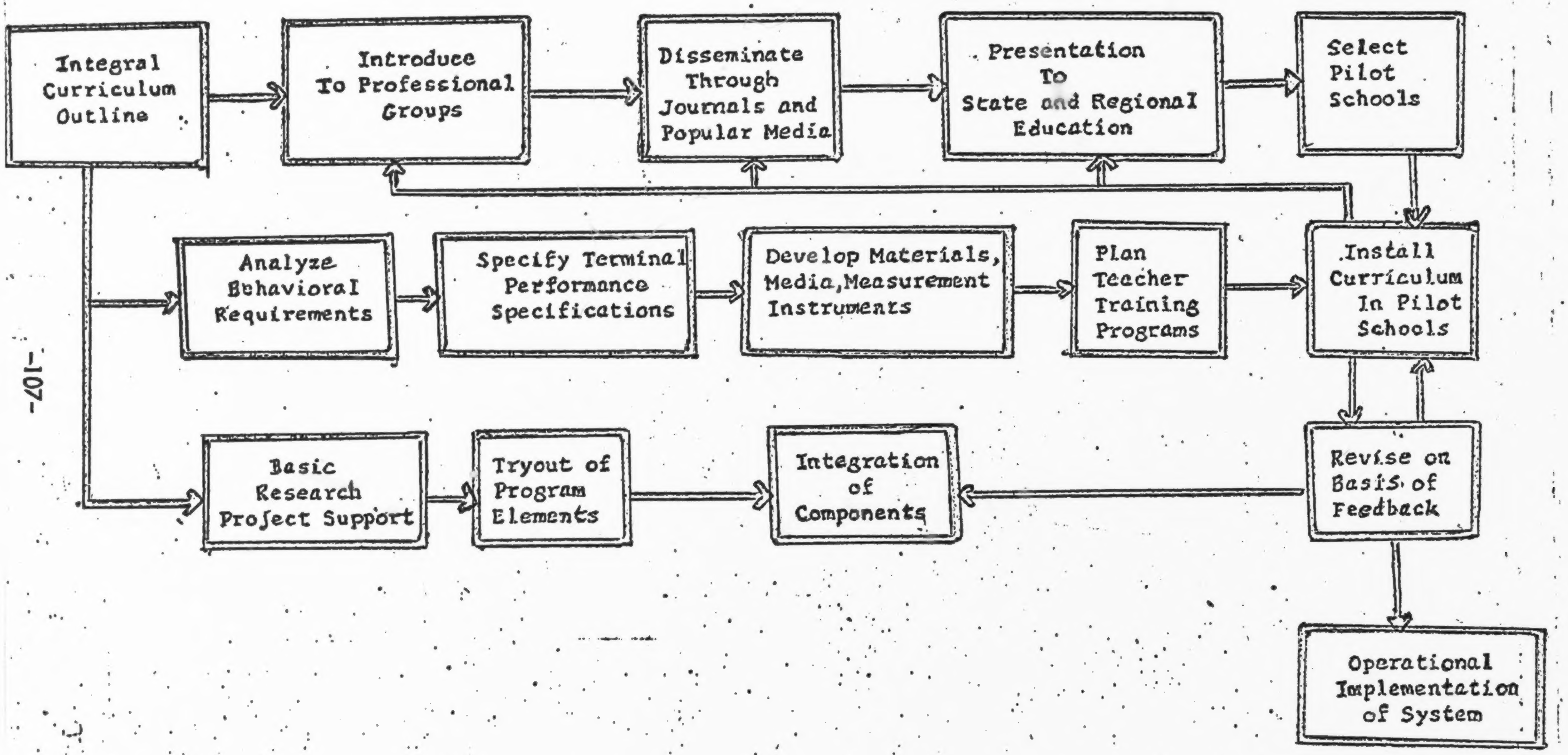
Definition of the Organic Curriculum, ES '70

The "organic curriculum" is one which integrates academic training, occupational training, and personal development in grades nine through twelve, and one which draws heavily on research dealing with individualized instruction. The "organic curriculum" is pointedly "learner-centered". Hence it is a strategy for changing the traditional teacher-centered curriculum: it is a dynamic force more than it is a thing which can be caught and looked at.

Implicit in the organic curriculum's dynamics is continual assessment of the degree and direction of change occuring within the organism--both the individual organism and the institutional organism. And assessment implies specific, measurable criteria of performance.

Change demands communication within schools and among them. Effective change also demands systematic planning for sequential progress of that change. Hence, inherent in the "organic curriculum" is a linking of the planner's program formulation with technology's problem-solving capability.

PLAN FOR IMPLEMENTATION


Integral Curriculum Outline
Introduce To Professional Groups
Disseminate Through Journals and Popular Media
Presentation To State and Regional Education
Select Pilot Schools
Analyze Behavioral Requirements
Specify Terminal Performance Specifications
Develop Materials, Media, Measurement Instruments
Plan Teacher Training Programs
Install Curriculum In Pilot Schools
Basic Research Project Support
Tryout of Program Elements
Integration of Components
Revise on Basis of Feedback
Operational Implementation of System

L. P. Creedon

The program of instruction in an educational system must relate to reality. Educational experiences that young people are exposed to must be relevant. Relevant in terms of relating directly to the capabilities of each individual as well as present and future needs of society.

Relevant educational experience must be so ordered and integrated that to the extent possible they equip each individual with skills that will permit him after graduation from high school to:

1. Continue his educationat the college level (Ablo Plan).
2. Continue his education at the vocational - technical level.
3. Gain employment within a job family (Able - Plan).
4. Be a contributing member of society with an understanding of the rights and responsibilities of citizenship in a democratic society (nothing).
5. Be equipped with inter-personal insights that will assist him in becoming a self-actualizing person. (Achievement Motivation)

Four guiding principles around which a program of instruction should be centered seem pertinent to the realization of these instructional objectives. The principles are:

1. The school must provide educational experiences that are relevant to the needs and capabilities of each learner as well as to the existing and future needs of society.
2. Educational experiences must be individualized.
3. Technology must be used to enhance leaving experiences
4. Educators must be prepared in such a way that they are life long learners. In service training programs must strive to keep alive withinthe educational community a climate for change.

1.0 The School as a Social Institution.

  1.1 Must be a microcosm of society.

  1.2 Must be an agency for cultural change..

2.0 The school curriculum must be so developed that at the conclusion of his public school experience, the learner will:

  2.1 Have marketable job-entry skills in at least one family of occupations.

  2.2 Have the necessary academic background to allow him, based on his own ability and level of attainment to:

    Continue on in a four year baccaleureate program;

    Continue on in a two year associate degree program;

    Continue on in a vocational-technical program.

  2.3 Have the basic inquiry and communicative skills that will prepare him in becoming a self-actualizing and contributing member of society.

3.0 The instructional program of the school should be stated in behavioral terms and the desired behavior should be observable and measurable. The program should:

  3.1 Consist of educational experiences that are relevant to the needs of the individual learner as well as the present and future needs of society.

  3.2 Be individualized and response to the learning style of each student.

  3.3 Make extensive and purposeful use of all available human and technological resources.

4.0 The school must be staffed with educators who view themselves as:

  4.1 Directors of learning experiences;

  4.2 Facilitators of the change process.

SOME THOUGHTS CONCERNING ES '70

The great American dream of providing relevant educational opportunities for all its children is beset with monumental problems. They are visible as young people who leave our educational system equipped with insufficient tools to enter our complex society. This dilemma has caused public concern. The major concern was first expressed after the launching of the Russian Sputnik and resulted in an assessment of public education. The curricula that were revised placed emphasis upon the content of subject matter. It became evident quite early that these efforts left much to be desired. Also, at about this time public concern was felt again by the financial support of public education the ESEA Act. Now after five years of this support the educational environment has not significantly reduced the problems. But there seems to be crystalizing in the minds of some educators that what is needed is a new curriculum, one that is learner centered and empirically developed to provide relevant academic, vocational and personal objectives. Specifically it should include:

1. Provide an individualized education for each student.

2. Highly relevant to the adult games which he will play.

3. Economically practical within available public resources.

4. Based on behavioral objectives.

5. Utilizing appropriate educationally oriented technology.

6. Locally planned and directed.

7. Nationally coordinated.

8. Designed for ultimate availability to all school systems.

Recently the U.S.O.E. adopted as policy the paper entitled "Designing an Organic Curriculum" by Bushnell and Morgan, the principles outlined in it give direction to ES '70. To follow these principles, a school district would have to make a commitment to a curriculum based on (a) behavioral objectives, (b) instructional modules, and (c) occupational clusters.

It seems to me that there are also certain assumptions that a district would make:

1. First, that for a curriculum to be relevant to all learners it will have to address itself to the main concerns of all youth. We perceive these to fall under three main headings.

    a. The need to have a base to use in making value decisions.

    b. The need to establish self-reliance in a massive society.

    c. The need to acquire vocational knowledges and skills that would survive in our changing society.

2. The second assumption is that human potential is not fixed, that it is the sum total of all his experiences and hence his development can be changed as the learning milieu changes.

3. The third assumption is in its focus upon those learners who must be returned to the main stream of society. It implies that the learner is not born with a pre-packaged quantity of intelligence and other potentials; that what he is today is not what he always was and always will be, but that he is the product of some set of circumstances that has unlimited human potentials. As has been stated by Brunner, Havighurst and others, given the proper stimuli all normal youth can reach a degree of personal growth that our present educational system has not yet realized. We perceive these as being the efforts toward which ES '70 is addressing itself.

The "system design" approach which is one of the main ideas behind an organic curriculum provides for a type of internal and external monitering that is unique in education. It provides us with a technique of "course correction" which we can apply if our objectives and goals are not being attained.

A second main idea encompassed within the organic curriculum is that of specifying goals and outcomes in terms by which we want the learners behavior to change. This provides the curriculum builder with a way of measuring the degree to which the objectives have been reached. Not to be overlooked is the desirable advantage of building the curriculum at the local level.

The far reaching implications of the exciting possibilities of ES '70 are not yet apparent but the implications that are visible at this time demand that we become totally committed to ES '70. We dare do no less.

F. D. Wesley

E. Spack - Mineola

THE ORGANIC CURRICULUM

The broad field of education has been engaged in intensive analysis for many years. Astute recognition has been made to the fact that extensive increases in expenditures of funds coupled with internal and external examinations of the components and processes of the educational field are vitally necessary. Indeed, the inpouring of funds are primary to educational reform, yet they are not the sole answer to America's problem. Public education cannot maintain its preeminence in the field of formal education without a careful examination of the context with which it exists, its objectives within that context and the modes and procedures employed to satisfy those objectives.

To suggest that the world has undergone rapid transformations in recent years would simply be a massive understatement. We must be concerned, however, not only with the rate and substance of change but also with their true import for public education. We must raise our sights on the new horizons that have been created by the knowledge explosion of the past 20 years. We must recognize fundamentally that the role of the public school has changed and that corresponding changes insystem and structure have to be made. The press for conformity and uniformity of outlook must be countered by educational designs that call upon the development of individual autonomy and responsibility. The survival of the democratic state, with its emphasis on the dignity and worth of the individual and realization of individual potential, demands this.

Given this vast task and monumental responsibility, some leading educators of this period have set themselves to the formulation of a new curriculum that will have implication for all of the nation's public schools. Recognizing that individual school districts are faced with priority responsibilities peculiar to them alone, and that community pressures are rallying to resist expensive innovative programs, the U.S. Office of Education has authored a program of innovation that can be adapted to any one of the 22,000 school districts functioning within the United States. Labeled "Educational System for the 70's" the program calls for the selection of 15 school districts throughout the nation to serve as development and demonstration centers over the next 5 years.

Fundamental to the success of this new program is the incorporation of the "organic curriculum" into the network of schools. The organization of public schools, if it is to be viable and responsive, must reflect the objectives to be served within a given context and permit the implementation of a methodology consistent with both.

In the design of a learner-centered curriculum the primary function is to ascertain the task to be done, the goal to be reached, or the objectives to be accomplished. In order for the students to be motivated it is incumbent for them to see relevancy of their learning. A study is required to determine what behavioral attainments are needed by the individual for entry into a variety of post high school activities. Whenever possible, these requirements should be stated specifically and in measurable behavioral terms. Following this step we should describe specifically and precisely as possible the learning experience which would lead to the desired behavioral outcomes.

Schools as now organized cannot achieve this objective. Essentially present modes of operation proceed in orientation from groups to individuals. Groups of relatively uniform size meeting for uniform time periods within rooms of uniform size. Subject matter and activities are uniform. The individual growth process is lost in the group and by the nature of statistics a built-in failure ratio is inevitable. The whole structure militates against individual growth and development. Until the poles of emphasis are reversed and the organization reflects the objective of individual growth and development, the operation of the public school is predetermined realistically at a level of significant failure.

Once the behavioral objectives have been formulated the schools in the network will select the appropriate course content and instructional modules will be designed. These modules will further be refined through the application of a comprehensive series of educational technological tools (method media) such as programmed instruction, single concept films, computer assisted instruction, instructional TV, slide-tape presentations, etc. A key feature to the success of the curriculum will be the availability of sensitive and sophisticated instruments for frequent measurement of behavioral objective attainment.

After the schools introduce their programs, in consonnance with the above stated format, adjustments will be made wherever necessary. Project successes and failures will be communicated to the other schools in the network and data will be shared. Consultants from universities and educational research laboratories will be invited to assist in all phases and dimensions. A management consulting firm will assist in the dissemination of such data by the establishment of a communications network.

The curriculum, as envisioned by the designers should:

1. Integrate academic and vocational learning by employing vocational preparation as the principal vehicle for the inculcation of basic learning skills. In this way learning could be made more palatable to many students who otherwise have difficulty seeing the value of a general education.

2. Expose the student to an understanding of the "real world" through a series of experiences which capitalize on the universal desire of youth to investigate for himself.

3. Train the student in a core of generalizable skills related to a cluster of occupations rather than just those related to one specialized occupation.

4. Orient students to the attitudes and habits which go with successful job performance.

5. Provide a background for the prospective worker by helping him to understand how he fits within the economic and civic institutions of our country.

6. Make students aware that learning is life-oriented and need not, indeed must not, stop with his exit from formal education.

7. Help students cope with a changing labor market through developing career strategies which can lead to an adequate level of income and responsibility.

8. Create within the student a sense of self-reliance and awareness which leads him to seek out appropriate careers with realistic aspiration levels.

A comment is necessary to offer that within the scope of the operation of the school district as traditionally conceived an outstanding, high quality job is being done. But in many school districts the maxima that are attainable under present organization and methodology are not sufficient to the world of today much less that of tomorrow.

The solution lies in hard work, imaginative thinking and wise decision making. The solution lies not only in the availability of funds but in creative and responsive re-allocation of our resources to the task at hand. By committing ourselves resolutely to the monumental task before us, we can hope to achieve the kind of landmark results that will serve the best interests of our nation and future generations.

Jim Knuckles

Developing an Organic Curriculum

The plan, simply stated, proposes to organize the curriculum (all learning experiences, activities and/or educational opportunities for growth and fulfillment, being designed, promoted, supervised and/or encouraged by the school) to offer prescription education (an individualized, tailored-to-fit-program of instruction) to each individual, in such a way as to show the real life relevance of the tasks to be performed and to capitalize on the student's interest in occupations and self sufficiency, using the academic skills as practical tools, and further using the right blend of method/media mix as to allow and encourage the student to move forward at his own rate of speed with adequate rewards appearing possible for him who achieves optimum growth and excellence of performance. The plan proposes to reformulate the secondary educational program around and directed toward an agreed-upon (by local staff, community leadership groups and by leadership groups from the major disciplines and responsible agencies and individuals in government service) set of terminal educational objectives, written in terms of behavioral characteristics. Objectives which can be defined in this way are measurable. The strategy is to employ methods and techniques that will provide for periodic evaluation of the effectiveness of the process as well as effectiveness of the program for the student.

The students' instructional program will be determined on the basis of his present (at any point) strengths and weaknesses as compared to and contrasted with the terminal (attainable) objectives of the secondary school program. The focus will always, then, be on the un-met needs, deficiencies or weaknesses remaining with the student himself. By utilizing modern technology (computers) for flexible scheduling, immediate recall and retrieval of programs pre-designed and stored for students, who need to develop explicit characteristics and utilizing periodic evaluation and feedback for program modification and improvement, the school administrator can point to a life centered, pupil oriented, curriculum the effects of which can be objectively measured as often as wisdom and/or necessity dictates.

The main idea requires the committment toward the development of the truly comprehensive high school, integrating the vocational preparation programs in a meaningful way with the academic programs, with full attention being given to citizenship and personal development, so as to prepare each individual for:

1. Further education (technical school, college or university)
2. Entry into the working world (each student being equipped with both a vocational educational information and a marketable skill)
3. And further, to prepare each with the citizenship and human relations skills to enable him both to participate in and to contribute to social ventures, agencies and institutions as he seeks to live the full life in a democratic society.

This plan suggests that each students' career, vocational choice and/or decision for further education can best be made at the termination of his high school program rather than at an earlier date.

William M. Hetrick

WHAT THE ORGANIC CURRICULUM MEANS TO ME

In speaking to us on the opening day of the workshop, Dr. Robert Morgan pointed out two major focii of the Organic Curriculum:

1) The need to reduce or eliminate the clear cut divisions of subject matter that exists in our current curriculum because it inhibits the educational process.

2) The use of the "systems" approach to building a better curriculum, i.e., define the desired end results and then systematically identify the best way to reach these objectives.

Although this gave a rather general overview of the ES 70's program, there were some other specific ingredients mentioned in the initial proposal. Some of these had since been covered in some of the subsequent presentations, but several have not as yet been mentioned. My own interpretation of these are as follows:

Once we have decided what basic skills are necessary for a student to become a successful participant in our modern society, then we can identify, in behavioral terms, the specific instructional objectives to provide him with these skills. It will then be necessary to develop the instructional technique and time modules necessary to attain these ends. In doing this we will make use of the multi-media approach, all the way from utilizing films and tape recorders to video-tape and the computer. To maximize instructional attainment in the least amount of time, we will have to determine the technique best adapted to the particular type of information we are typing to disseminate.

During this entire time, attention must be focused on the individual. We must recognize his strengths and shortcomings and program his coursework accordingly, utilizing the media and materials found to work best with him. An on-going assessment of the total program must be maintained so that any failure may be immediately detected and the necessary changes made.

The student will, at all times and in all courses, know what levels of proficiency he is expected to demonstrate to fulfill the requirements and will be able to progress at a rate commensurate with his ability.

In addition, the participating schools will have to identify occupational clusters that will relate directly to projected career opportunities in tomorrow's world. In each of these constellations there should be vocational opportunities of varying levels of training and intellectual capacity, all based on the same general aptitudes and interest areas. This will make it possible for the student who leaves school prior to graduating to have a level of entry into that vocational field and yet not lose sight of the fact that additional training will provide him with advancement opportunities. Thus, whether the student goes on to higher education, technical school, or directly into the vocational field, it will create within the individual the desire for further education relative to his own interest, and a realization that education is not terminal, but a continuous process that goes from the womb to the tomb.

There is little doubt that the achievement of an Organic Curriculum will indeed be a monumental task that will require the cooperation and dedication of all participant schools and related agencies. However, the very fact that the perpetuation of our own society may well depend upon it makes it a goal well worth striving for.

Glenn E. Hill

WHAT THE ORGANIC CURRICULUM MEANS TO ME

Webster defines organic as "developing in the manner of a living plant or animal; forming an integral element of a whole; having systematic coordination of parts." I am sure this word was selected because it best describes what we will be attempting to do in the ES '70 curriculum development project--that is to unify the teaching of academic knowledge, vocational information and skills and personal development attitudes in a way and on a level that will be meaningful to all students.

In order to achieve this monumental task, it will take the best resources--human, physical, technical and financial--that the country has to offer. To accomplish the development of a unified, living curriculum by 15 different, individual districts will take great vision and planning--the systems approach.

The first step in the realization of this new and exciting curriculum must be the development of objectives that are stated in terms of specific student behavior that can be measured. There must be broad, general objectives followed by specific instructional objectives--all stated in behavioral terms.

Once these objectives are specified and agreed upon, it will be necessary to develop instructional modules that will accomplish the attainment of the over-all objectives. These teaching modules must specify the content to be covered, the techniques and strategies by which this content is to be presented and finally some measure as to whether or not or in what degree the objectives have been attained. This is where it is essential that instruction must be individualized so that any given learning experience will be meaningful and realistic for the learner.

No longer can we think in terms of a teacher and a class of students studying a particular subject; but, rather, we must think in terms of achieveing a series of instructional objectives which are based upon larger, more general objectives. And these objectives must be geared to the learning level of each individual student. We must be thinking in terms then of individual learning stations or centers where students are assisted in their learning experiences by qualified, understanding teachers. We must think in terms of subject matter content that is appropriate to the learners' previous learning experiences and to their level and speed of comprehension and above all is relevant to their present and future needs.

This curriculum must be constructed in such a way that if a learner leaves school prior to having graduated, he will have gained those attitudes and skills that will best equip him for living and earning a living. The learner must come to think of school, learning if you please, as a continuous process that will be practiced and enjoyed throughout his entire life.

To a great extent the success of the organic curriculum depends upon the skill of the fifteen participating districts in the network to conceptualize, to plan and specify, to try-out and finally to evaluate and to redesign the organic curriculum.

Interpretation of Organic Curriculum

I. Problems with Present Curriculum

(1) Largely college oriented

(2) Program not designed to provide occupational proficiency to graduates.

(3) Does not provide the graduate with preparation for higher education and at the same time allow for leaving higher education to enter adult life with a marketable skill.

(4) Vocational education is too narrow--plus, it fails to provide graduates with adequate cultural preparation plus ability to expand occupational selection beyond the narrowed occupation for which he was prepared.

(5) Academic curriculum prepares for the passage of the college entrance requirements -- not for success in college life beyond.

(6) Much of the content of present traditional academic courses has little relevance to future occupations or future members of society.

II. Plan to:

(1) Develop a new secondary school curriculum which will:

a. Begin with the establishment of terminal behavioral objectives which will establish the total needs of a student leaving high school.

b. Establish interim behavioral objectives which are measurable

c. Establish a series of occupational clusters which can be related to the individual student's aptitude and interest and allow for entry and attainment in accordance with ability and training

d. Provide that the material to be taught would include knowledges, skills, and attitudes which would allow for occupational attainment on the part of the student.

e. Provide an individualized instructional approach -- to incorporate the multi-media approach to instruction.

f. Provide for evaluation of student performance in measurable terms.

g. Provide training for occupational skills, attitudes, citizenship, social skills, and communications skills.

h. Provide for extensive vocational guidance.

i. Use the systems approach

j. Utilize educational technology to instruct, to maintain appropriate date, and to implement evaluation.

SUMMARY OF TASK FORCE II - AUGUST 24, 1967

Objective: Prepare a statement which will indicate the specific kinds of support and help which the coordinators anticipate will be needed from outside sources.

Anticipated needs:

I. Consultants

  A. General - Person(s) familiar with:

    1. Behavioral objectives
    2. Individualized instruction
    3. Educational technology
    4. Systems design
    5. Teacher's role in implementation
    6. Person(s) that are experts in content curriculum
    7. Person(s) familiar with test design and construction
    8.
    9.
    10.
    11.

  B. Specific

    1. Dr. Robert Morgan USOE
    2. Lloyd Trump NASSP
    3. Dwight Allen, University of Mass.
    4. Fred Wilhelm - Student Center Institute?
    5.
    6.
    7.
    8.

II. Organizations

  A. U.S.O.E.
  B. Regional laboratories
  C. Research and development labs from various universities
  D.
  E.
  F.
  G.

Summary of Task Force - Cont.

III. Equipment and materials

A. Computer assisted instruction
B. Flexible scheduling - daily
C. Data processing
D. Teaching machines
E. Video tape
F. Other audio-visual

Suggestions:

Materials and personnel that local budget cannot afford be supplied by other sources.

Bibliography of source material and resource personnel from each guest speaker, relative to his presentation, be made available to the local members.

Monday, August 21, 1967

Evaluation

I. Individual schools?

Information of constructing model.

Needs defining terms.

Scope of ES'70.

Continued discussion of proposals.

Where does my school fit in?

II. Want to know about curricula.

III. Need tools.

Dr. Morgan not interested in isolated fragmented project.

What do we do first year?

IV. Need structure.

Need specific objectives.

August 22, 1967

Visitors

1. Supplementary concept needs additional attention
   More obtuse
   Vocational needs attention
   ES'70 understandable
   System objectives--clearer application

2. Vocational --meat of organic curriculum
   Westin excellent
   Welling to change to organic

3. Ideas for tools needed
   Project needs objective

4. Still unclear--technology and tools good

5. Surprised at lack of projects

Participants

August 22, 1967

EVALUATION

1. Big Bob's description Good!
   Shelley good

   Vocation -- no articulation

   Core curriculum?

   Behavior terms first step

2. Traditionally
   Curriculum sectional articulation between vocational and academic

   Half day vocational and half day academic

   Automation--little mention of?

   Close relationship between ES '70 and local

   Has there been any group dynamics in Bloomfield Hills

   Vocational NO?

3. Limited
   (Not clear)
   Westin helpful?

   Improving
   Group reciting

   Need more help for implementation

4. Group reciting
   Bushnell good-positive
   More clarification needed
   Objectives-more clarified
   Technology-more clarified
   Objective good
   Boston, Westin helpful
   Role (local) none
   Limited response
   Bushnell no specifics
   Bushnell-role of system good
   (Waiting for U.S.O.E.)

5. Limited effect
   Occupational clusters--limited
   Group dynamics
   (Both beginning)
   Westin, Bushnell helpful

Useful
Shelley off key to system approach

6. Group action helpful
   Physical arrangement--expansion cold
   Positive
   Westin good
   Struggle needed for classification
   Role playing
   Bushnell
   Speeches good
   Consultants--cooperative
   Project overwhelming

7. Speakers interesting except Shelley
   Workshop too long
   Bloomfield Hills dominated
   More talk
   Coordinators meeting
   Superintendent would have been helpful

3

Evaluation

August 23, 1967

I. Integration of vocational and academics needed
Quincy seems
Tuckman did an excellent job
Group interaction good
Need materials presented by Tuchman
*Bill did you get Tuchman materials?
Skills need more time.
Total picture limited.
Relationship between components in organic curriculum needs defining.

II. Small groups would be desirable
Quincy, Blum and Duluth close together.
Not enough attention to behavioral objectives
Need more in vocational areas
Several projects will fit -- innovation will not.
Afternoon session helped
Beginning to come through
Need for reevaluation of games needed in project

III. Afternoon good
More direction needed -- USOE
Some progress in role of coordinator
Good indicated in a b c
Educational Objectives - study and concentration
Getting clearer
Resources and evaluation -- need help

IV. Project needs further explanation
From USOE now
More emphasis
Group sessions helped -- right direction

V. No struggle for Creedon
More needed please
Slowly getting clear
Idea of regional plan
Positive afternoon session
With Asst., I feel confident

VI. Explicit direction from USOE
  Excellent
  Relevance improving
  Tuchman good
  Bloomfield great start!
  Evaluation good
  Board dinner good!
  Confusion at first -- but clearing up

VII. Involve participants
  What exactly is coordinator to do?
  Coordinator's want to speak
  Pleased with turn of events

Thursday, August 24

EVALUATION

1. Organic curriculum concept needs to be defined in more detail.

   How does integration look when accomplished?

   Need example of method/media

   System concept well demonstrated by John Blyth

   Individualized instruction the center of the system approach

   Pert charts helpful

   Blyth presentation placed total program in perspective

   (1) Discussion following Blyth made great progress in defining behavioral objectives

      Systems concept should have been presented on the first day

      Definition of terms now clear

      Frustration beginning to dimish

      Terminal Performance objectives not clear in the Personal growth area

      More needed in system concept

2. We have many areas of similarities but many more potential areas -- vocational course integrated--the comprehensive high school Academic courses and vocational courses are distinctly separate

   Lends itself to scheduling and data handling by machine

   The similarities between the two curriculum are very similar--Blyth pointed this out

   Three programs in ES '70 range (Able, Plan, and Arch)

   Our concern is in occupational customs and personal development

   This has not been discussed enough

3. Not confident here

   Let's plan some local activities

   Tyler and Blyth helpful

   Some more definition needed

   Need practice in developing objectives

   Pert charts helpful

   Ready for III (Minn.)

   Specifics needed from U.S.O.E.

   More examples of objectives needed

   Lets get answers from Washington--NOW

   Dr. Tyler's remarks most relevant

4. Pert charts helped understand where individual project will fit into the whole

   Behavioral objectives have not been clearly defined in relation to pupil role and teacher role

   A discussion on educational advantages of limitations needed

   Let's pursue role of local systems in the network

   Let's press Washington for some answers

   Pert charts invaluable

   Gaining more and more confidence

   Hope articulation within network will be covered

   Simple terms of Dr. Blyth appreciated

5. Dr. Tyler and Blyth contributed much

   Not complete

   I'm equipped to give an overview, but need specifics

   Pert charts great

6. Consultant helped with behavioral objectives

Speakers excellent

Consultants helpful

Speakers and consultants important part of program

Sometimes spent too much of speakers' time

7. I think when we have resource people, the only people who should participate initially should be the co-ordinators. If their questions have been answered, then let others participate. Should have had Dr. Blyth

Friday, August 25

EVALUATION

1. Pert charts added understanding

   Marilynn did good job--information

   Dave's good background for ES '70

   Who makes the decisions

   Guest-Systems concept need more emphasis

2. Financial strain on districts

   Task force needs to be structured

   Dave did good job--curriculum theory and development

   Want visuals from Project schools for schoolboards

   Guest: Piecemeal planning not for organic curriculum

3. Lab potential resource center

   Some structure needed

   Local activities planning needs more work

4. Need answers to questions asked of U.S.O.E.

   Resources for special projects needed

   Understand work to be done at own level

   Mortimer/Wendt good!

   Task Force not clear

5. Should develop materials at the workshop for use with local boards, etc.

   Need time to work out

6. Drawn out too long

   Frustration with Task Force session

Lab representatives from all areas

Consultants should act as recorders only

Consultants should not force a need on co-ordinator

Consultants should not chair Task Force

7. U.S.O.E.--Shelley Co. should be represented at workshop

Change method of evaluation--this is boring

Forced feedback is useless

Firday, August 25

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Saturday, August 26

EVALUATION

1. Workshop given scope of information needed to understand ES'70
Method/media not yet clear
Need further development of systems and technology concept
Organic curriculum well defined
Behavioral objectives defined philosophically
Specifics of integration of academic and vocational needs to be spelled out
Interested in hearing more about individualized media such as single-concept films
Found Dr. Bantel's remarks interesting but not relevant to ES'70
Reeds' method of presentation not good but he did have something to say
Sat. speakers contributed to individualized instruction
Excellent presentation by Dr. Bantel
There should be agreement between network schools on terms such as individualized instruction
Does maximum flexibility mean vocational clusters

2. Waiting for individual reports
Need active help from USOE and Shelley
There are only similarities between old and new
More information on innovative techniques
"I see no 'overhaul' of the process in the sense of taking the machine out of use"--but a refinement of process
Has necessary information about ES'70

3. Need practice in stating behavioral objectives
We need to crystallize definitions and some processes for planning
We might spell out some of the behavioral objectives for students who graduate from organic curriculum
Sat. speakers excellent
Willingness of local group to help in lab seems appreciated
Need specific answers from Shelley and USOE
Need help in evaluation
Need more background on job clusters

4. Can we depend on Shelley and Co. for preparing overlay and audio-visual order to communicate ES'70 to the local community
Need more information on resources
Need more help in role of local school
The inter-relation between technology or systems approach has been well demonstrated--the how is not clear, however

5. Information has been satisfactory, but would like more details from participants who have tried program
More confident in ability to show need for other technology

Facilities expensive and remote
Bantel's articulation of self-concept helpful
Role of local district is still vague

6. Wants evaluation diversified
Consultants helpful
Not satisfied with Task Force sessions
Bloomfield district has done well with existing constraints
Consultants must roll with punches
Although we've drifted from original schedule, the realignment was necessary and beneficial as it focused on real concerns of co-ordinators

7. Evaluation boring
More direction from USOE
Shorter workshop--ten days too long
USOE must structure and conduct all other workshops
Individual work time helpful

Monday, August 28

EVALUATION

1. May be used for training staff
   For implementation of ES'70--this can be used
   Needed for personnel involved in ES'70

2. Expert can be used in school--not applicable
   Can be used locally as tool
   Valuable but frustrating
   Left hanging!
   Parallel between vocational technology and comprehensive high school

3. Most worthwhile
   Looking forward to presentation by participants
   No cookbook solution
   Resources:
      Needs expansion by co-ordinators
      Needs specifics of USOE role

4. Sensitivity training good
   Good only for our own edification
   Wants consultation from Shelley and Co.

5. Sensitivity of training most interesting presentation of workshop
   Personally helpful
   All leaders should be involved in sensitivity training
   Caped training invaluable to ES'70

6. Sensitivity training:
      Powerful tool for staff interaction
      Teased with little information
   Dale Lake excellent
   Essential to groups working together

7. Co-ordinators could benefit from sensitivity training
   "This doomed instrument has outlived its usefulness to me."
   Need more help

EVALUATION - AUGUST 29, 1967

1. Cox's remarks about Oakleaf pertinent - should have spent less time on history of movement.

Workshop has left me with good understanding of project.

Raring to go.

Need emphasis on para-professional stress on "paper empire".

Great help to hear about individualized instruction.

Oakleaf a possible model to look at for ES 70.

It's getting clearer.

2. Much material presented by Cox being used in Philadelphia.

Have several questions about individualized instruction such as - is there no place for student learning activity?

Oakleaf and Quincy have contract and an exchange of material. Oakleaf more sophisticated.

Parallel between traditional and ES 70 has been through my own analysis.

Parallel mainly in impetus for change.

3. The co-ordinators PERT chart most helpful.

Have the theory and rationale - now need practice in application. Bloomfield Hills helpful.

Role of coordinator as explained by Mink and Spack - "Time donated in afternoon helpful. Sufficient tools have been given. Develop information to enlist local support will be worked out at home.

4. Would like visual and tape material promised. "I think we have gone as far as we can in this conference."

5. What is the best way to contact these groups.
Information in this area has been excellent.

6. Cox presentation excellent.

Staff consultants helpful.

Facilities fine.

7. I think we learned that participant involvement in program is important.

Be sure all participants have necessary information prior to beginning of conference.

Need more information about job clusters.

More advance planning would have helped.

Need U.S.O.E. here.

Accomodations excellent

Speakers excellent

Probably less structure initially

Reduce length of session.

EVALUATION - AUGUST 31, 1967

1. Conference gave good background
   Maximum flexibility not covered well enough - Hamburg addressed this well
   Task overwhelming
   Over-all evaluation very good
   Gained confidence
   Too bad we couldn't come up with appropriate name for ES'70 project
   Some fine sources of information
   Individualized instruction covered well
   Task force contributed
   All items adequately covered

2. Given little opportunity to survey questions
   Answers given through hand-outs and informal discussion
   Quincy projects ABLE, PLAM, Search, Qped, Coped lend themselves to ES'70
   Do little along with ES'70 but see need
   Very satisfactory
   Get full perspective of local district before I can make comparisons

3. Have start in interpreting educational objectives but need more time
   Enough general tool but not specific tools
   Local retention quite clear - but need more time for interpreting
   Background information valuable
   No one gave me tools - must do my own interpretations
   Considering variables - this workshop been good
   Idea of tools adequate
   Fine models presented
   Regular teacher should be in coordination with vocational
   Need released time for teachers
   Plans for implementation not complete

4. Adequate preparation in all areas
   Resources forthcoming
   Enough information on objectives except technology and system concept
   Wants more information from others in network

5. Adequate information in this area
   Adequate in all but State and regional
   Sufficient information to make initial contact

6. Accomodations expensive
   Speakers good
   Consultants good after they got off participant role
   Cannot evaluate this because he was not prepared to come
   Not satisfied with changing of rooms
   Bloomfield staff tremendous job

Evaluation - Cont. 8-31-67

Good presentations
Excellent start
Consultants inadequate and should not have been part of workshop
Reaction panel good
Consultants overjealous in attitude

7. U.S.O.E. should take more responsibility in future conferences
Let coordinators choose own chairman
Inform coordinators on role in conference
Much more advance planning by U.S.O.E.
Arrange speakers differently
Don't have such a full program - more time for reflection
U.S.O.E. here - Shelley here
Interaction with Robert Mager
Workshop too task oriented - set up frustrations in individuals

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Urban Laboratory in Education -- An Education Improvement Project	
Communications Skills Laboratories Atlanta Model: A Program for Improving Basic Skills	
Opportunities for Learning Surround Us	
Guidelines for Teacher Aides	
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Willingboro Public School District Summary of Activities	John Rosser Willingboro Public Schools Riker Delaware Building Willingboro, New Jersey
Science Foundation Project	
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Educational Innovations	Charles Mink San Mateo Union High School 650 North Delaware Street San Mateo, California
New Dimensions in School Evaluation Project Proposals for 1967-1968	
"Educational Stability in an Unstable Technical Society," Leon Lessinger, *Journal of Secondary Education*, May 1965, Vol. 40, No. 5	
A Report on an Experiment in Developing English Curriculum for Basic Skills Classes at Booker T. Washington Senior High School - Roberta Deason	Franklyn D. Wesley Houston Public Schools Houston, Texas
The Innovated Mathematics Program for Slow Learners	
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Home Economics Cooperative Part-Time Training Program - Joyce Sandifer and Ruth P. Thornton	
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Performance Objectives - Thorwald Esbensen	John Muldoon Duluth Public Schools Duluth, Minnesota
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Computerized Approach: Language Arts Curriculum	
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Teacher's Automated Guide - Educational Research Department	Glenn Hill Portland Public Schools School District #1 Portland, Oregon
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Education '67: Its Programs and Services	U.S. Office of Education 400 Maryland Ave., S.W. Washington, D.C., 20202

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The Learning R and D Center	University of Pittsburgh Pittsburgh, Pennsylvania
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Preparing Today's Youth for Tomorrow's Vocation	Dr. Norman F. Hyatt 1610 Reservoir Road Greeley, Colorado
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The Affective Domain of the Taxonomy of Educational Objectives	Robert E. Boston Bloomfield Hills Public Schools Bloomfield Hills, Michigan
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A Vertically Integrated Occupational Curriculum for Schools in Michigan	Michigan Department of Education, Lansing, Michigan
Remedial Reading Program for Slow Learners	Intermediate School District Oakland County Service Center Campus Drive, Pontiac, Michigan 48053

Title	Source
Northwest Regional Educational Laboratory	Dr. William Ward
Deriving Objectives for the High School Curriculum	Robert F. Mager
The Basis for Educational Improvement	The National Institute for the Study of Educational Change 825 East Eighth Street Bloomington, Indiana 47401
American Liberties and Social Change - Sponsored by the Center for Research and Education in American Liberties	Columbia University and Teachers College, New York City